



EIA Budget Reports for

2018-19

&

Budget Requests for 2020-21



SC EDUCATION
OVERSIGHT COMMITTEE



PO Box 11867 | 227 Blatt Building | Columbia SC 29211 | WWW.SCEOC.ORG

FISCAL YEAR 2020-21		
RENUMBERED PROVISO LIST		
FY 2019-20 ACT	FY 2020-21 BASE	
SECTION 1	SECTION 1	DEPARTMENT OF EDUCATION (H630)
1.1	1.1	Appropriation Transfer Prohibition
1.2	1.2	DHEC - Comprehensive Health Assessment
1.3	1.3	State Aid to Classrooms
1.4	1.4	EFA - Formula
1.5	1.5	Employer Contributions/Allocations
1.6	1.6	Employer Contributions/Obligations
1.7	1.7	Governor's School for Science & Math
1.8	1.8	Educational Responsibility/Foster Care
1.9	1.9	Instruction in Juvenile Detention Centers
1.10	1.10	Revenue Authorization
1.11	1.11	School District Bank Accounts
1.12	1.12	Travel/Outside of Continental U.S.
1.13	1.13	Year End Closeout
1.14	1.14	Transportation Collaboration
1.15	1.15	School Bus Insurance
1.16	1.16	Teacher Data Collection
1.17	1.17	School Bus Driver CDL
1.18	1.18	School Bus Purchase
1.19	1.19	Buses, Parts and/or Fuel
1.20	1.20	Mitford Transportation Costs
1.21	1.21	Status Offenders/John de la Howe
1.22	1.22	Governor's School Leave Policy
1.23	1.23	School Board Meetings
1.24	1.24	Proviso Allocations
1.25	1.25	School Districts and Special Schools Flexibility
1.26	1.26	Medical Examination and Security Reimbursement/Expenditures
1.27	1.27	Budget Reduction
1.28	1.28	Governor's School for the Arts & Humanities Carry Forward
1.29	1.29	Governor's Schools' Fees
1.30	1.30	School District Furlough
1.31	1.31	School Lunch/Attendance Supervisors
1.32	1.32	SCGSAH Certified Teacher Designation
1.33	1.33	No Discrimination Requirement
1.34	1.34	Medicaid Cash Match Accounting
1.35	1.35	Student Report Card-GPA
1.36	1.36	Lost & Damaged Instructional Materials Fees
1.37	1.37	Education Finance Act Reserve Fund
1.38	1.38	Prohibit Advertising on School Buses
1.39	1.39	Residential Treatment Facilities Student Enrollment and Funding
1.40	1.40	Special Schools Flexibility
1.41	1.41	High School Driver Education
1.42	1.42	Carry Forward Authorization
1.43	1.43	Administrative Costs Report Posting
1.44	1.44	Governor's Schools Residency Requirement
1.45	1.45	Holocaust Funds
1.46	1.46	Student Health and Fitness

FISCAL YEAR 2020-21		
RENUMBERED PROVISO LIST		
FY 2019-20 ACT	FY 2020-21 BASE	
1.47	1.47	Impute Index Value
1.48	1.48	EFA State Share
1.49	1.49	Health Education
1.50	1.50	Bus Lease/Purchase
1.52	1.51	School Enrollment Policy
1.53	1.52	District Funding Flexibility
1.54	1.53	Transportation Maintenance Facilities
1.55	1.54	School District Activity Bus Advertisements
1.56	1.55	School District Property
1.57	1.56	Full-Day 4K
1.58	1.57	Summer Reading Camps
1.59	1.58	Interscholastic Athletic Association Dues
1.60	1.59	Governor's Schools Informational Access to Students
1.61	1.60	Reading/Literacy Coaches
1.62	1.61	Sports Participation
1.63	1.62	Graduation Rates
1.64	1.63	South Carolina Community Block Grants for Education Pilot Program
1.65	1.64	Proceeds from Sale of Bus Shop and Boat
1.66	1.65	First Steps 4K Technology
1.67	1.66	Teacher Certification Exemption
1.68	1.67	Digital Instructional Materials
1.69	1.68	CDEPP Unexpended Funds
1.70	1.69	Technology Technical Assistance
1.71	1.70	Technology Technical Assistance
1.72	1.71	Assistance Funding
1.73	1.72	Reporting and Procurement
1.75	1.73	Military Child Care Centers
1.76	1.74	First Steps 4K Underserved Communities
1.77	1.75	School Leadership
1.78	1.76	School Bus Drivers
1.79	1.77	Special Education Minutes Requirement
1.80	1.78	Retired Educators Employment
1.81	1.79	Education Rate Program
1.82	1.80	Crisis Intervention Team
1.83	1.81	Alternative Certification Programs
1.84	1.82	Student Meals
1.85	1.83	Consolidate Administrative Functions
1.86	1.84	School Safety Program
1.87	1.85	Exceptional Needs Sports Participation
1.88	1.86	School Districts Capital Improvements
1.89	1.87	Teacher Salaries/SE Average
1.90	1.88	School District Hold Harmless
1.92	1.89	Educational Services for Children with Disabilities
1.93	1.90	Reserve Suspension
1.94	1.91	Standard-Based Assessments Suspended
1.95	1.92	Schools of Choice
1.96	1.93	Master's Plus Thirty

FISCAL YEAR 2020-21		
RENUMBERED PROVISO LIST		
FY 2019-20 ACT	FY 2020-21 BASE	
SECTION 1A	SECTION 1A	DEPARTMENT OF EDUCATION - EIA (H630)
1A.1	1A.1	Prohibition on Appropriation Transfers
1A.2	1A.2	African-American History
1A.3	1A.3	Teacher Evaluations, Implementation/Education Oversight
1A.4	1A.4	Teacher Salaries/State Agencies
1A.5	1A.5	Work-Based Learning
1A.6	1A.6	CHE/Teacher Recruitment
1A.7	1A.7	Disbursements/Other Entities
1A.8	1A.8	Arts in Education
1A.9	1A.9	Teacher Supplies
1A.10	1A.10	Teacher of the Year Awards
1A.11	1A.11	EOC
1A.12	1A.12	Technical Assistance
1A.13	1A.13	Proviso Allocations
1A.14	1A.14	School Districts and Special Schools Flexibility
1A.15	1A.15	Teacher Salary Supplement
1A.16	1A.16	Dropout Prevention and High Schools That Work Programs
1A.17	1A.17	Assessment
1A.18	1A.18	Report Card Information
1A.19	1A.19	Core Curriculum Materials
1A.20	1A.20	Certified Staff Technology Proficiency
1A.21	1A.21	Accountability Program Implementation
1A.22	1A.22	4K Targeting
1A.23	1A.23	Reading
1A.24	1A.24	Students at Risk of School Failure
1A.25	1A.25	Professional Development
1A.26	1A.26	Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams
1A.27	1A.27	Adult Education
1A.28	1A.28	Clemson Agriculture Education Teachers
1A.29	1A.29	Full-Day 4K
1A.30	1A.30	Aid to Districts
1A.31	1A.31	Centers of Excellence
1A.32	1A.32	IDEA Maintenance of Effort
1A.33	1A.33	Career Cluster Industry Partnerships
1A.34	1A.34	Partnerships/Other Agencies & Entities
1A.35	1A.35	ETV Teacher Training/Support
1A.36	1A.36	Teacher Salaries/SE Average
1A.37	1A.37	PowerSchool Dropout Recovery Data
1A.38	1A.38	Assisting, Developing, and Evaluating Professional Teaching--ADEPT
1A.39	1A.39	Educational Partnerships
1A.40	1A.40	STEM Centers SC
1A.41	1A.41	EOC Partnerships for Innovation
1A.42	1A.42	Aid to Districts Draw Down
1A.43	1A.43	Education and Economic Development Act Carry Forward
1A.44	1A.44	EEDA Regional Education Centers
1A.45	1A.45	Teach for America SC
1A.46	1A.46	EOC-South Carolina Autism Society

FISCAL YEAR 2020-21		
RENUMBERED PROVISO LIST		
FY 2019-20 ACT	FY 2020-21 BASE	
SECTION 1A	SECTION 1A	DEPARTMENT OF EDUCATION - EIA (H630)
1A.47	1A.47	CHE/CERRA
1A.49	1A.48	Public Charter Pupil Counts
1A.50	1A.49	South Carolina Public Charter School Funding
1A.53	1A.50	CDEPP Student Information and Reporting
1A.54	1A.51	Rural Teacher Recruiting Incentive
1A.55	1A.52	Project Read
1A.56	1A.53	Reading/Literacy Coaches
1A.57	1A.54	Digital Instructional Materials
1A.58	1A.55	4K Early Literacy Competencies Assessments
1A.59	1A.56	CDEPP Unexpended Funds
1A.60	1A.57	Industry Certifications/Credentials
1A.61	1A.58	Career and Technology Education
1A.63	1A.59	Family Connection South Carolina
1A.64	1A.60	Low Achieving Schools
1A.67	1A.61	Assistance Funding
1A.68	1A.62	National Board Certification Incentive
1A.69	1A.63	Value-Added Accountability
1A.71	1A.64	Educator Preparation Provider
1A.76	1A.65	Alternative Commitment to Truancy
1A.79	1A.66	McCormick County Schools
1A.81	1A.67	Grants Committee
1A.82	1A.68	Teacher Loan Program
1A.83	1A.69	Digital Learning Plan
1A.84	1A.70	School Safety Program
1A.85	1A.71	Teacher Recruitment Program
1A.86	1A.72	Bridge Program

PART IB

OPERATION OF STATE GOVERNMENT

SECTION 1 - H630 - DEPARTMENT OF EDUCATION

1.1. (SDE: Appropriation Transfer Prohibition) The amounts appropriated herein for aid to subdivisions, allocations to school districts, or special line items shall not be transferred and must be expended in accordance with the intent of the appropriation, except that the department may transfer funds that are deducted and retained from a school district's transportation allocation to reimburse the department for the cost of unauthorized mileage. This transfer must be agreed upon by both the school district and the department. Those funds may be transferred into the department's school bus transportation operating account.

1.2. (SDE: DHEC - Comprehensive Health Assessment) All school districts shall participate, to the fullest extent possible, in the Medicaid program by seeking appropriate reimbursement for services and administration of health and social services. Reimbursements to the school districts shall not be used to supplant funds currently being spent on health and social services.

1.3. (SDE: State Aid to Classrooms) To the extent possible within available funds, it is the intent of the General Assembly to provide for one hundred percent of full implementation of the Education Finance Act via an allocation from the State Aid to Classrooms appropriation. The funds appropriated for State Aid to Classrooms shall be allocated as follows: 65.59 percent must be allocated based on the Education Finance Act formula and the differentiated student weightings in this Act; 28.72 percent must be allocated based on the manner of distribution of EFA employer contributions in the prior fiscal year; and 5.68 percent must be allocated to fully implement the State Minimum Teacher Salary Schedule with a minimum starting teacher salary of \$35,000. The department is authorized to adjust the percentage allocation related to EFA employer contributions to accommodate for the disbursement of the state retirement funds and any other related employee allocation sent to districts. For the current fiscal year, the total pupil count is projected to be 720,316. These funds represent an average per pupil of \$3,889 in State Aid to Classrooms. The average per pupil funding is projected to be \$6,556 state, \$1,315 federal, and 6,406 local. This is an average total funding level of \$14,227 excluding revenues of local bond issues. It is the intent of the General Assembly that the consolidation of the Education Finance Act and Education Finance Act - Employer Contributions appropriations, and the subsequent allocation of the State Aid to Classrooms appropriation back to these categories, should not significantly alter the application of funding formulas or maintenance of effort requirements referencing the Education Finance Act and Education Finance Act - Employer Contributions.

The funds allocated from State Aid to Classrooms for implementing the revised State Minimum Teacher Salary Schedule shall be distributed to school districts using the EIA Teacher Salary Supplement methodology. The resulting estimated teacher salary schedule is as follows:

FY 2020-21 RENUMBERED PROVISO BASE

PAGE 2

		CLASS 8	CLASS 7	CLASS 1	CLASS 2	CLASS 3
		DR	MASTERS	MASTERS	BACHELORS	BACHELORS
	YRS	DEGREE	DEGREE	DEGREE	DEGREE	DEGREE
	EXP		+30 HRS		+18 HRS	
5	0	47,076	43,576	40,076	36,576	35,000
6		8.6%	9.8%	9.4%	9.3%	9.4%
7	1	47,593	43,813	40,377	36,838	35,119
8		9.8%	10.4%	10.2%	10.1%	9.7%
9	2	47,924	43,888	40,525	36,994	35,313
10		10.6%	10.6%	10.6%	10.6%	10.4%
11	3	48,236	43,957	40,664	37,107	35,462
12		8.3%	8.3%	8.3%	8.3%	8.3%
13	4	48,578	44,058	40,831	37,280	35,667
14		6.1%	6.1%	6.1%	6.1%	6.1%
15	5	48,870	44,125	40,961	37,388	35,806
16		4.0%	4.0%	4.0%	4.0%	4.0%
17	6	50,134	45,074	41,911	38,273	36,691
18		4.0%	4.0%	4.0%	4.0%	4.0%
19	7	51,400	46,022	42,859	39,127	37,546
20		4.0%	4.0%	4.0%	4.0%	4.0%
21	8	52,665	46,972	43,808	40,012	38,431
22		4.0%	4.0%	4.0%	4.0%	4.0%
23	9	53,930	47,921	44,757	40,867	39,285
24		4.0%	4.0%	4.0%	4.0%	4.0%
25	10	55,196	48,870	45,707	41,753	40,171
26		4.0%	4.0%	4.0%	4.0%	4.0%
27	11	56,461	49,818	46,655	42,607	41,025
28		4.0%	4.0%	4.0%	4.0%	4.0%
29	12	57,726	50,768	47,604	43,492	41,911
30		4.0%	4.0%	4.0%	4.0%	4.0%
31	13	58,991	51,716	48,553	44,346	42,765
32		4.0%	4.0%	4.0%	4.0%	4.0%
33	14	60,257	52,665	49,502	45,233	43,650
34		4.0%	4.0%	4.0%	4.0%	4.0%

FY 2020-21 RENUMBERED PROVISO BASE

PAGE 3

1	15	61,522	53,614	50,450	46,087	44,504
2		4.0%	4.0%	4.0%	4.0%	4.0%
3	16	62,787	54,564	51,400	46,972	45,391
4		4.0%	4.0%	4.0%	4.0%	4.0%
5	17	64,053	55,511	52,348	47,825	46,245
6		4.0%	4.0%	4.0%	4.0%	4.0%
7	18	64,693	56,066	52,873	48,305	46,706
8		4.0%	4.0%	4.0%	4.0%	4.0%
9	19	65,339	56,628	53,401	48,786	47,173
10		4.0%	4.0%	4.0%	4.0%	4.0%
11	20	65,993	57,195	53,934	49,275	47,646
12		4.0%	4.0%	4.0%	4.0%	4.0%
13	21	66,654	57,766	54,474	49,767	48,122
14		4.0%	4.0%	4.0%	4.0%	4.0%
15	22	67,320	58,343	55,019	50,264	48,603
16		4.0%	4.0%	4.0%	4.0%	4.0%
17	23	67,993	58,926	55,569	50,768	49,089
18		4.0%	4.0%	4.0%	4.0%	4.0%

19 As further used in this act, references to the Education Finance Act or EFA funds shall be interpreted to mean the 65.59 percent
20 of funds appropriated for State Aid to Classrooms and allocated for the Education Finance Act and, where appropriate, the 28.72
21 percent of State Aid to Classrooms allocated for Education Finance Act Employer Contributions.

22 For the purpose of maintaining consistency when calculating maintenance of effort, references to the base student cost shall be
23 interpreted as the base student cost resulting from the 65.59 percent of funds appropriated for State Aid to Classrooms and allocated
24 for the Education Finance Act and, where appropriate, the 28.72 percent of State Aid to Classrooms allocated for Education Finance
25 Act Employer Contributions, and other any other items normally included in the base student cost calculation.

26 For the current fiscal year the South Carolina Public Charter School District and any institution of higher education sponsoring a
27 public charter school shall receive and distribute state EFA funds to the charter school as determined by one hundred percent of the
28 current year's base student cost, as funded by the General Assembly multiplied by the weighted pupils enrolled in the charter school,
29 which must be subject to adjustment for student attendance.

30 The Revenue and Fiscal Affairs Office, must post in a prominent place on their website for each school district projections,
31 including the per pupil state, federal and local revenues, excluding revenues of local bond issues, for the current fiscal year. Also,
32 as soon as practicable, upon determining the exact numbers regarding pupil count and funding, the Revenue and Fiscal Affairs Office,
33 shall also post on their website the one hundred thirty-five day average daily membership for each school district and per pupil state,
34 federal and local revenues, excluding revenues of local bond issues, based on the most recent audited financial statement as reported
35 annually pursuant to Section 59-17-100. The Department of Education and the Education Oversight Committee shall provide in a

prominent place on their internet websites a link to the information posted by the Revenue and Fiscal Affairs Office, including the projected numbers and the exact numbers.

For the current fiscal year, the pupil classification weightings are as follows:

- (1) K-12 pupils or base students including homebound students 1.00
- Students served in licensed residential treatment facilities (RTFs) for children and adolescents as defined under Section 44-7-130 of the 1976 Code shall receive a weighting of 2.10.
- (2) Weights for students with disabilities as prescribed in Section 59-20-40(1)(c) Special Programs
- (3) Precareer and Career Technology 1.29
- (4) Additional weights for personalized instruction:
 - (A) Gifted and Talented 0.15
 - (B) Academic Assistance 0.15
 - (C) Limited English Proficiency 0.20
 - (D) Pupils in Poverty 0.20
 - (E) Dual Credit Enrollment 0.15

No local match is required for the additional weightings for personalized instruction in the current school year. Charter school per pupil calculations for locally sponsored charters will continue to be calculated according to Section 59-40-140 of the 1976 Code. Students may receive multiple weights for personalized instruction; however, within each weight, students should only be counted once. These weights are defined below:

Students in poverty are students who qualify for Medicaid, SNAP, TANF, or are homeless, transient, or in foster care.

Gifted and talented students are students who are classified as academically or artistically gifted and talented or who are enrolled in Advanced Placement (AP), International Baccalaureate (IB), and Cambridge International courses in high school. Districts shall set-aside twelve percent of the funds for serving artistically gifted and talented students in grades three through twelve.

Students in need of academic assistance are students who do not meet state standards in mathematics, English language arts, or both on state approved assessments in grades three through eight and high school assessments for grades nine through twelve. The additional weight generates funds needed to provide additional instructional services to these students.

Students with limited English proficiency are students who require intensive English language instruction programs and whose families require specialized parental involvement intervention.

Funds received by a school district pursuant to the dual credit weighting must be used to defray all possible costs of dual credit courses for students. Students identified for dual credit enrollment must be identified in PowerSchool as taking a course that will lead to both high school credit and post-secondary credit. Districts must utilize these funds to offset the cost of tuition, fees, instructors, and instructional materials for qualifying courses with the local technical college or other institution of higher education. Each school district shall report to the department the number of students participating in dual credit courses and specify the cost borne by each entity. School districts must assist students in accessing Lottery Tuition Assistance when applicable.

Further, the Department of Education may use school district student counts for personalized instruction as collected in the same manner as the prior fiscal year, PowerSchool or other available existing data sources as determined by the department to calculate

1 the school district add on weightings for the personalized instruction classifications and the determination of the school districts
2 monetary entitlement. End of year adjustments shall be based on the one hundred thirty-five day student average daily membership
3 for all classifications. During the current fiscal year the department will update PowerSchool calculations, reports, screen
4 development, documentation, and training to incorporate the new pupil classification weightings and to make final district allocation
5 adjustments by June 30. The department must provide districts with technical assistance with regard to student count changes in
6 PowerSchool.

7 **1.4.** (SDE: EFA - Formula) The amount appropriated in Part IA, Section 1 for “Education Finance Act” shall be the maximum
8 paid under the provisions of Act 163 of 1977 (the South Carolina Education Finance Act of 1977) to the aggregate of all recipients.
9 The South Carolina Education Department shall develop formulas to determine the state and required local funding as stipulated in
10 the South Carolina Education Finance Act of 1977. Such formulas shall require the approval of the State Board of Education and
11 the State Fiscal Accountability Authority. After computing the EFA allocations for all districts, the department shall determine
12 whether any districts’ minimum required local revenue exceeds the districts’ total EFA Foundation Program. When such instance is
13 found, the department shall adjust the index of taxpaying ability to reflect a local effort equal to the cost of the districts’ EFA
14 Foundation Program. The districts’ weighted pupil units are to be included in determination of the funds needed for implementation
15 of the Education Finance Act statewide.

16 In the event that the formulas as devised by the Department of Education and approved by the State Board of Education and the
17 State Fiscal Accountability Authority should provide for distribution to the various school districts totaling more than the amount
18 appropriated for such purposes, subject to the provisions of this proviso, the Department of Education shall reduce each school district
19 entitlement by an equal amount per weighted pupil so as to bring the total disbursements into conformity with the total funds
20 appropriated for this purpose. If a reduction is required in the state’s contribution, the required local funding shall be reduced by the
21 proportionate share of local funds per weighted pupil unit. The Department of Education shall continually monitor the distribution
22 of funds under the provisions of the Education Finance Act and shall make periodic adjustments to disbursements to ensure the
23 aggregate of such disbursements do not exceed the appropriated funds.

24 Local districts shall not be mandated or required to inflate the base number in their respective salary schedules by any percentage
25 greater than the percentage by which the appropriated base student cost exceeds the appropriated base student cost of the prior fiscal
26 year.

27 **1.5.** (SDE: Employer Contributions/Allocations) It is the intent of the General Assembly that the appropriation contained herein
28 for “Public School Employee Benefits” shall not be utilized to provide employer contributions for any portion of a school district
29 employee’s salary that is federally funded.

30 State funds allocated for school district employer contributions must be allocated by the formula and must be used first by each
31 district to cover the cost of fringe benefits for personnel required by the Defined Program, food service personnel and other personnel
32 required by law. Once a district has expended all state allocated funds for fringe benefits, the district may utilize food service
33 revenues to fund a proportionate share of fringe benefits costs for food service personnel.

34 The Department of Juvenile Justice and the Department of Corrections’ school districts must be allocated funds under the fringe
35 benefits program in accordance with criteria established for all school districts.

1 **1.6.** (SDE: Employer Contributions/Obligations) In order to finalize each school district's allocations of Employer Contributions
2 funds for retiree insurance from the prior fiscal year, the Department of Education is authorized to adjust a school district's allocation
3 in the current fiscal year accordingly to reflect actual payroll and payments to the Retirement System from the prior fiscal year. In
4 the event the Department of Education is notified that an educational subdivision has failed to remit proper payments to cover
5 Employee Fringe Benefit obligations, the Department of Education is directed to withhold the educational subdivision's state funds
6 until such obligations are met.

7 **1.7.** (SDE: Governor's School for Science & Math) Any unexpended balance on June thirtieth of the prior fiscal year of funds
8 appropriated to or generated by the Governor's School for Science and Mathematics may be carried forward and expended in the
9 current fiscal year pursuant to the direction of the board of trustees of the school.

10 **1.8.** (SDE: Educational Responsibility/Foster Care) The responsibility for providing a free and appropriate public education
11 program for all children including disabled students is vested in the public school district wherein a child of lawful school age resides
12 in a foster home, group home, orphanage, or a state operated health care facility including a facility for treatment of mental illness
13 or chemical dependence and habilitation centers for persons with intellectual disabilities or persons with related conditions located
14 within the jurisdiction of the school district or alternative residences. The districts concerned may agree upon acceptable local cost
15 reimbursement. If no agreement is reached, districts providing education shall receive from the district where the child last resided
16 before placement in a facility an additional amount equivalent to the statewide average of the local base student cost multiplied by
17 the appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance Act. If a child from out of state is residing
18 in a facility owned and/or operated by a for profit entity, the district providing educational services shall be reimbursed by the for
19 profit entity the local district's local support per weighted pupil above the statewide average base student cost multiplied by the
20 appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance Act. This also applies to John de la Howe
21 School who also has the authority to seek reimbursement in any situation that the school district has participation in the placement
22 of the student. John de la Howe School shall be reimbursed the local district's local support per weighted pupil above the statewide
23 average base student cost multiplied by the appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance
24 Act. Participation will be evidenced by a written agreement from the IEP team or 504 team, written referral, or the school district
25 initiating the placement process. School districts providing the education shall notify the nonresident district in writing within
26 forty-five calendar days that a student from the nonresident district is receiving education services pursuant to the provisions of the
27 proviso. The notice shall also contain the student's name, date of birth, and disabling condition if available. If appropriate financial
28 arrangements cannot be effected between institutions of the state, including independent school districts under the authority of the
29 Department of Disabilities and Special Needs, and school districts, institutions receiving educational appropriations shall pay the
30 local base student cost multiplied by the appropriate pupil weighting. Children residing in institutions of state agencies shall be
31 educated with nondisabled children in the public school districts if appropriate to their educational needs. Such institutions shall
32 determine, on an individual basis, which children residing in the institution might be eligible to receive appropriate educational
33 services in a public school setting. Once these children are identified, the institution shall convene an IEP meeting with officials of
34 the public school district in which the institution is located. If it is determined by the committee that the least restrictive environment
35 in which to implement the child's IEP is a public school setting, then the school district in which the institution is located must

1 provide the educational services. However, that school district may enter into contractual agreements with any other school district
2 having schools located within a forty-five mile radius of the institution. The cost for educating such children shall be allocated in
3 the following manner: the school district where the child last resided before being placed in an institution shall pay to the school
4 district providing the educational services an amount equivalent to the statewide average of the local base student cost multiplied by
5 the appropriate pupil weighting as set forth in Section 59-20-40 of the Education Finance Act; the school district providing the
6 educational services shall be able to count the child for all funding sources, both state and federal. The institution and school district,
7 through contractual agreements, will address the special education and related services to be provided to students. Should the school
8 district wherein the institution is located determine that the child cannot be appropriately served in a public school setting, then the
9 institution may request a due process hearing pursuant to the procedures provided for in the Individuals with Disabilities Education
10 Act.

11 The agreed upon acceptable local cost reimbursement or the additional amount equivalent to the statewide average of the local
12 base student cost multiplied by the appropriate pupil weighting set forth in Section 59-20-40, for instructional services provided to
13 out-of-district students, shall be paid within sixty days of billing, provided the billing district has provided a copy of the invoice to
14 both the Superintendent and the finance office of the district being invoiced. Should the district not pay within sixty days, the billing
15 district can seek relief from the Department of Education. The department shall withhold EFA funding equal to the billing from the
16 district refusing to pay and submit the funding (equal to the invoice) to the billing school district.

17 The agency placing a child in any situation that requires changing school districts, must work with the schools to assure that all
18 required school records, including confidential records, are transferred from the sending to the receiving school within three working
19 days. School records to be transferred should include grade transcripts, state birth certificate, certificate of immunization, social
20 security card, attendance records, discipline records, IEP's, psychological reports (or notation in the school records that a
21 psychological report on the child is available at the school district office) and any other records necessary for the appropriate
22 placement of the child in the new school. School districts must release all records upon presentation of a court order or appropriate
23 permission for confidential release. If evaluation or placement is pending, the receiving school district is responsible to secure
24 information and to complete the placement. The receiving school will maintain appropriate confidentiality of all records received
25 on a child. Upon discharge or release from the treatment facility, the agency placing the child in the receiving school must work
26 with the school district where the student will reside after treatment to assure continuity of the student's education.

27 **1.9.** (SDE: Instruction in Juvenile Detention Centers) It shall be the responsibility of the school district where a local juvenile
28 detention center is located to provide adequate teaching staff and to ensure compliance with the educational requirements of this
29 State. Students housed in local juvenile detention centers are to be included in the average daily membership count of students for
30 that district and reimbursement by the Department of Education made accordingly.

31 **1.10.** (SDE: Revenue Authorization) The State Department of Education is hereby authorized to collect, expend, and carry
32 forward revenues in the following areas to offset the cost of providing such services: the sale of publications, manuals and forms,
33 the sale of Apple Tags, royalties, contributions, donations, foundation funds, special grants and contracts, brochures, photo copies,
34 listings and labels, Directory of South Carolina Schools, student health record cards, items to be recycled, and high school diplomas
35 and certificates; the collection of out-of-state and in-state investigation fees, registration fees for non-SDE employees, recurring

1 facility inspection fees, teacher certification fees; the handling of audio-visual film; the provision of contract computer services to
2 school districts and other state agencies, joint broadcast service to school districts, and education-related statistics through agreement
3 with the National Center for Education Statistics; the lease or sale of programs of television, audio or microcomputer software; the
4 lease or sale of virtual courses to other states; the collection of damage fees for instructional materials and the sale of unusable
5 instructional materials; sale of fuel; use and repair of transportation equipment; fees for Medicaid reimbursable transportation; the
6 receipt of insurance and warranty payments on Department of Education equipment and the sale of used school buses and support
7 equipment. The Department of Education is authorized to collect revenue for deposit into the State General Fund for testing material
8 purchases and test rescoring fees. The Department of Education is authorized to expend revenue collected for lost and damaged
9 instructional materials and the sale of unusable instructional materials for the purpose of contracting for the purchase and maintenance
10 of a statewide textbook inventory management system, provided that schools' newly-adopted instructional materials needs are met
11 first.

12 **1.11.** (SDE: School District Bank Accounts) Each school district in this State, upon the approval of the district's governing
13 body, may maintain its own bank account for the purpose of making disbursement of school district funds as necessary to conduct
14 school district business and each county treasurer is hereby authorized to transfer such amount as needed, upon receipt of a written
15 order certified by the district governing body or their designee. Such order shall contain a statement that such amount is for immediate
16 disbursement for the payment of correct and legal obligation of the school district.

17 **1.12.** (SDE: Travel/Outside of Continental U.S.) School District allocations from General Funds, lottery, and EIA funds shall
18 not be used for travel outside of the continental United States. The International Baccalaureate Program shall be exempt from this
19 restriction.

20 **1.13.** (SDE: Year End Closeout) The State Department of Education is authorized to expend federal and earmarked funds (not
21 including state or EIA funds) in the current fiscal year for expenditures incurred in the prior year; however, state funds appropriated
22 in Part IA, Section 1, X, Aid to School Districts, for the Children's Case Resolution System or private placements for services
23 provided to children with disabilities may be used for those expenditures in prior fiscal years. The department is also authorized to
24 use appropriated funds to pay for textbooks shipped in the fourth quarter of the prior fiscal year.

25 **1.14.** (SDE: Transportation Collaboration) The Department of Education School Bus Maintenance Shops shall be permitted, on
26 a cost reimbursable-plus basis, to deliver transportation maintenance and services to vehicles owned or operated by public agencies
27 in South Carolina.

28 School buses operated by school districts, other governmental agencies or head start agencies for the purpose of transporting
29 students for school or school related activities shall not be subject to state motor fuel taxes. Further, that school districts, other
30 governmental agencies or head start agencies may purchase this fuel, on a cost reimbursable-plus basis, from the Department of
31 Education School Bus Maintenance Shops.

32 **1.15.** (SDE: School Bus Insurance) The Department of Education shall maintain comprehensive and collision insurance or
33 self-insure state-owned buses. In no event shall the department charge local school districts for damages to the buses which are
34 commonly covered by insurance.

1 **1.16.** (SDE: Teacher Data Collection) Of the non-program funds appropriated to the Department of Education, it and the
2 Commission on Higher Education shall share data about the teaching profession in South Carolina. The data sharing should ensure
3 (1) a systematic report on teacher supply and demand information and (2) data to determine classes being taught by public school
4 teachers out of field of their preparation. The data collection should include but not be limited to: classes/subjects taught, number
5 of students taught, percentage of teacher education graduates from South Carolina colleges/universities who go into teaching,
6 percentage of teacher education graduates who teach in public schools in South Carolina, percentage of new teachers who leave the
7 South Carolina teaching profession in the first three years of public school teaching due to unsuccessful evaluations, percentage of
8 new teachers who leave the profession in the first three years of public school teaching in South Carolina who have successful
9 evaluations, turnover rate of teachers and certification areas with highest vacancies. All database items should be set up so that it
10 can be disaggregated by ethnicity, gender, geographic location, etc.

11 **1.17.** (SDE: School Bus Driver CDL) From funds provided in Part IA, Section 1, VII.B., local school districts shall request a
12 criminal record history from the South Carolina Law Enforcement Division for past conviction of any crime before the initial
13 employment of a school bus driver or school bus aide. The Department of Education and the school districts shall be treated as a
14 charitable organization for purposes of the fee charged for the criminal records search.

15 **1.18.** (SDE: School Bus Purchase) Any procurement of school buses with funds appropriated in this act or any other
16 appropriation bill must meet specifications developed by the School Bus Specification Committee as established by the State
17 Superintendent of Education. The School Bus Specifications Committee shall allow for input from all school bus chassis and body
18 manufacturers. However, if it is safe, more economical, and in the public interest, the department may use the school bus
19 specifications of another state in the procurement of school buses. If the department uses the specifications of another state, the
20 department must submit a report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means
21 Committee detailing the methodology by which the alternative specifications were determined to be safe, more economical, and in
22 the public interest, when compared to the specifications set forth by the School Bus Specifications Committee.

23 **1.19.** (SDE: Buses, Parts, and/or Fuel) Funds appropriated for other operating in program VII.B. - Bus Shops and funds
24 appropriated in VII.C. - Buses may be used to purchase buses, fuel, parts, or other school bus related items. All funds appropriated
25 for bus fuel, parts/supplies, maintenance, and bus purchases may be carried forward from the prior fiscal year and expended in the
26 current fiscal year to support bus transportation services.

27 **1.20.** (SDE: Mitford Transportation Costs) Transportation costs for the transporting of students from the Mitford area of Fairfield
28 County to schools in the Great Falls area of Chester County is not the responsibility of and shall not be borne by the Chester County
29 School District. These transportation costs shall continue to be the responsibility of the State Department of Education.

30 **1.21.** (SDE: Status Offenders/John de la Howe) The funds appropriated for the Status Offender Program shall be distributed to
31 John de la Howe School to expand residential programs to include court ordered status offenders. Components of such a program
32 shall include collaboration between the home school district and the residential school and treatment or related services to the families
33 of students in placement.

34 **1.22.** (SDE: Governor's School Leave Policy) The South Carolina Governor's School for the Arts and Humanities and the South
35 Carolina Governor's School for Science and Mathematics are authorized to promulgate administrative policy governing annual and

1 sick leave relative to faculty and staff with the approval of their respective board of directors. This policy shall address their
2 respective school calendars in order to comply with the instructional needs of students attending both special schools.

3 **1.23.** (SDE: School Board Meetings) Of the funds appropriated through the Department of Education for technology related
4 expenses, school districts that have a website shall place a notice of a regularly scheduled school board meeting twenty-four hours
5 in advance of such meeting. The notice shall include the date, time, and agenda for the board meeting. The school district shall
6 place the minutes of the board meeting on their website within ten days of the next regularly scheduled board meeting.

7 **1.24.** (SDE: Proviso Allocations) In the event an official General Fund revenue shortfall is declared by the Board of Economic
8 Advisors, the Department of Education may reduce any allocation in Section 1 specifically designated by proviso in accordance with
9 the lower Board of Economic Advisors revenue estimate as directed by the Executive Budget Office, except the additional EFA
10 allocation to the South Carolina Public Charter School District. The reduction may not be greater than the total percentage of
11 reduction of the Section 1 appropriation. Should the department hold back funds in excess of the total percentage reduction those
12 funds must be allocated per the proviso. No allocation for teacher salaries shall be reduced as a result of this proviso.

13 **1.25.** (SDE: School Districts and Special Schools Flexibility) All school districts and special schools of this State may transfer
14 and expend funds among appropriated state general fund revenues, Education Improvement Act funds, and Education Lottery Act
15 funds, and funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance, to
16 ensure the delivery of academic and arts instruction to students. However, a school district may not transfer funds allocated
17 specifically for state level maintenance of effort requirements under IDEA, funds allocated specifically for state level maintenance
18 of effort requirement for federal program, funds provided for the Education and Economic Development Act, funds provided for
19 Career and Technology Education, nor funds required for debt service or bonded indebtedness. All school districts must report the
20 student teacher ratio for every classroom to the Department of Education at the ninety and one hundred and eighty day mark. The
21 department shall report this information to the General Assembly.

22 In order for a school district to take advantage of the flexibility provisions, at least seventy-five percent of the school district's per
23 pupil expenditures must be utilized within the In\$ite categories of instruction, instructional support, and only transportation, food
24 service, and safety within non-instruction pupil services. No portion of the seventy-five percent may be used for facilities, business
25 services, debt service, capital outlay, program management, and leadership services, as defined by In\$ite. The school district shall
26 report to the Department of Education the actual percentage of its per pupil expenditures used for classroom instruction, instructional
27 support, and transportation, food service, and safety within non-instruction pupil services for the current school year ending June
28 thirtieth. Salaries of on-site principals must be included in the calculation of the district's per pupil expenditures.

29 "In\$ite" means the financial analysis model for education programs utilized by the Department of Education.

30 School districts are encouraged to reduce expenditures by means, including, but not limited to, limiting the number of low
31 enrollment courses, reducing travel for the staff and the school district's board, reducing and limiting activities requiring dues and
32 memberships, reducing transportation costs for extracurricular and academic competitions, restructuring administrative staffing, and
33 expanding virtual instruction.

34 School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year.

1 Prior to implementing the flexibility authorized herein, school districts must provide to Public Charter Schools the per pupil
2 allocation due to them for each categorical program.

3 Quarterly throughout the current fiscal year, the chairman of each school district's board and the superintendent of each school
4 district must certify where non-instructional or nonessential programs have been suspended and the specific flexibility actions taken.
5 The certification must be in writing, signed by the chairman and the superintendent, delivered electronically to the State
6 Superintendent of Education, and an electronic copy forwarded to the Chairman of the Senate Finance Committee, the Chairman of
7 the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the House Education
8 and Public Works Committee. Additionally, the certification must be presented publicly at a regularly called school board meeting,
9 and the certification must be conspicuously posted on the internet website maintained by the school district.

10 For the current fiscal year, Section 59-21-1030 is suspended. The foreign language program assessment, and the physical
11 education assessment must be suspended. School districts and the Department of Education are granted permission to purchase the
12 most economical type of bus fuel.

13 For the current fiscal year, savings generated from the suspension of the assessments enumerated above must be allocated to school
14 districts based on weighted pupil units.

15 School districts must maintain a transaction register that includes a complete record of all funds expended over one hundred dollars,
16 from whatever source, for whatever purpose. The register must be prominently posted on the district's internet website and made
17 available for public viewing and downloading. The register must include for each expenditure:

- 18 (i) the transaction amount;
- 19 (ii) the name of the payee; and
- 20 (iii) a statement providing a detailed description of the expenditure.

21 The register must not include an entry for salary, wages, or other compensation paid to individual employees. The register must
22 not include any information that can be used to identify an individual employee. The register must be accompanied by a complete
23 explanation of any codes or acronyms used to identify a payee or an expenditure. The register must be searchable and updated at
24 least once a month.

25 Each school district must also maintain on its internet website a copy of each monthly statement for all of the credit cards
26 maintained by the entity, including credit cards issued to its officers or employees for official use. The credit card number on each
27 statement must be redacted prior to posting on the internet website. Each credit card statement must be posted not later than the
28 thirtieth day after the first date that any portion of the balance due as shown on the statement is paid.

29 The Comptroller General must establish and maintain a website to contain the information required by this section from a school
30 district that does not maintain its own internet website. The internet website must be organized so that the public can differentiate
31 between the school districts and search for the information they are seeking.

32 The provisions contained herein do not amend, suspend, supersede, replace, revoke, restrict, or otherwise affect Chapter 4, Title
33 30, of the South Carolina Freedom of Information Act. Nothing in this proviso shall be interpreted as prohibiting the State Board of
34 Education to exercise its authority to grant waivers under Regulation 43-261.

1 **1.26.** (SDE: Medical Examination and Security Reimbursement/Expenditures) From funds authorized in Part IA, Section 1,
2 VII.B. Other Operating Expenses, the Department of Education may directly pay, or reimburse employees, for the cost of a medical
3 examination as required in Part 391, Subpart E of the Federal Motor Carrier Safety Regulations, for employees that are required to
4 operate a state vehicle transporting hazardous materials and that are required to undergo a national security background check because
5 of the required Hazmat endorsement to their CDL.

6 **1.27.** (SDE: Budget Reduction) In compensating for any reduction in funding or an operating deficit publically recognized by
7 the School Board of Trustees, local districts must give priority to preserving classroom teachers and operations. Funding reductions
8 should first be applied to administrative and non-classroom expenses before classroom expenses are affected.

9 **1.28.** (SDE: Governor's School for the Arts and Humanities Carry Forward) Any unexpended balance on June thirtieth of the
10 prior fiscal year of funds appropriated to or generated by the Governor's School for the Arts and Humanities may be carried forward
11 and expended in the current fiscal year pursuant to the discretion of the Board of Trustees of the School.

12 **1.29.** (SDE: Governor's Schools' Fees) The South Carolina Governor's School for the Arts and Humanities and the South
13 Carolina Governor's School for Science and Mathematics are authorized to charge, collect, expend, and carry forward student fees
14 as approved by their respective Board of Directors. The purpose and amount of any such fees will be to maintain program quality in
15 both academics and residential support. No student will be denied admittance or participation due to financial inability to pay. The
16 respective Board of Directors shall promulgate administrative policy governing the collection of all student fees. Both schools shall
17 conspicuously publish a fee schedule on their respective websites.

18 **1.30.** (SDE: School District Furlough) Should there be a midyear reduction in state funding to the districts, school districts may
19 institute employee furlough programs for district-level and school-level professional staff. Before any of these employees may be
20 furloughed, the chairman of the governing body of the school district must certify that all fund flexibility provided by the General
21 Assembly has been utilized by the district and that the furlough is necessary to avoid a year-end deficit and a reduction in force. The
22 certification must include a detailed report by the superintendent of the specific action taken by the district to avoid a year-end deficit.
23 The certification and report must be in writing and delivered to the State Superintendent of Education and a copy must be forwarded
24 to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee.

25 The local school district board of trustees may implement a furlough of personnel once certification to the State Superintendent
26 documents all funding flexibility has been exhausted and continued year-end deficits exist. Local school boards of trustees shall
27 have the authority to authorize furloughs of these employees in the manner in which it sees fit. However, instructional personnel
28 may be furloughed for up to five non-instructional days if not prohibited by an applicable employment contract with the district and
29 provided district administrators are furloughed for twice the number of days. District administrators may only be furloughed on
30 non-instructional days and may not be furloughed for a period exceeding ten days. District administrators shall be defined by the
31 Department of Education using the Professional Certified Staff (PCS) System. For individuals not coded in PCS, the determination
32 shall be made based upon whether the individual performs the functions outlined in position codes identified by the department as
33 administration. Educators who would have received a year's experience credit had a furlough not been implemented, shall not have
34 their experience credit negatively impacted because of a furlough implementation.

1 During any furlough, affected employees shall be entitled to participate in the same benefits as otherwise available to them except
2 for receiving their salaries. As to those benefits that require employer and employee contributions, including, but not limited to,
3 contributions to the South Carolina Retirement System or the optional retirement program, the district will be responsible for making
4 both employer and employee contributions if coverage would otherwise be interrupted; and as to those benefits which require only
5 employee contributions, the employee remains solely responsible for making those contributions. Placement of an employee on
6 furlough under this provision does not constitute a grievance or appeal under any employee grievance procedure. The district may
7 allocate the employee's reduction in pay over the balance of the fiscal year for payroll purposes regardless of the pay period within
8 which the furlough occurs.

9 Each local school district must prominently post on the district's internet website and make available for public viewing and
10 downloading the most recent version of the school district's policy manual and administrative rule manual.

11 This proviso shall not abrogate the terms of any contract between any school district and its employees.

12 **1.31.** (SDE: School Lunch/Attendance Supervisors) For those counties in which an entity other than the school district
13 administers the school lunch supervisor and/or attendance supervisor programs, the school districts in that county shall transfer to
14 the entity the amount available in the previous fiscal year for administration of the school lunch supervisor and/or attendance
15 supervisor programs. Each district shall transfer a pro rata share of the total cost based upon the percentage of state EFA funds
16 distributed to the districts within the county.

17 **1.32.** (SDE: SCGSAH Certified Teacher Designation) Because of the unique nature of the South Carolina Governor's School
18 for the Arts and Humanities, the Charleston School of the Arts, and the Greenville County Fine Arts Center, the schools are authorized
19 to employ at its discretion noncertified classroom teachers teaching in the literary, visual and performing arts subject areas who are
20 otherwise considered to be appropriately qualified in a ratio of up to one hundred percent of the entire teacher staff.

21 **1.33.** (SDE: No Discrimination Requirement) State funds must not be appropriated to a school that discriminates against or
22 participates with or is a member of an association with policies that discriminate or afford different treatment of students based on
23 race or national origin.

24 **1.34.** (SDE: Medicaid Cash Match Accounting) The department is granted authority to transfer funds between budget lines and
25 object codes to identify, reconcile, reimburse, and remit funds required for Medicaid cash match to the Department of Health and
26 Human Services.

27 **1.35.** (SDE: Student Report Card-GPA) For each high school student, school districts shall be required to print the student's
28 individual cumulative grade point average for grades nine through twelve on the student's report card.

29 **1.36.** (SDE: Lost & Damaged Instructional Materials Fees) Fees for lost and damaged instructional materials for the prior school
30 year are due no later than December first of the current school year when invoiced by the Department of Education. The department
31 may withhold instructional materials funding from schools that have not paid their fees by the payment deadline.

32 **1.37.** (SDE: Education Finance Act Reserve Fund) There is created in the State Treasury a fund separate and distinct from the
33 General Fund of the State and all other funds entitled the Education Finance Act Reserve Fund. All unexpended general funds
34 appropriated to the Department of Education for the Education Finance Act in the current fiscal year shall be transferred to the
35 Education Finance Act Reserve Fund. In the event that the amount appropriated for the Education Finance Act is insufficient to fully

1 fund the base student cost as established by this act, revenues from the Education Finance Act Reserve Fund may be used to
2 supplement the funds appropriated. By June 30th of the current fiscal year, if the department determines that the funds are not needed
3 to supplement the Education Finance Act, the department may utilize the funds for bus purchase. The General Assembly may make
4 direct appropriations to this fund. All unexpended funds in the Education Finance Act Reserve Fund and any interest accrued by the
5 fund must remain in the fund and may be carried forward into the current fiscal year.

6 **1.38.** (SDE: Prohibit Advertising on School Buses) The Department of Education and local school districts are prohibited from
7 selling space for or the placement of advertisements on the outside or inside of state-owned school buses.

8 **1.39.** (SDE: Residential Treatment Facilities Student Enrollment and Funding) Each South Carolina resident of lawful school
9 age residing in licensed residential treatment facilities (RTFs) for children and adolescents identified on the State Qualified Providers
10 list and meets the requirements of Section 44-7-130 of the 1976 Code, (students) shall be entitled to receive educational services
11 from the school district in which the RTF is located (facility school district). The responsibility for providing appropriate educational
12 programs and services for these students, both with and without disabilities, who are referred, authorized, or placed by the State is
13 vested in the facility school districts. For purposes of this proviso, an authorization must be pursuant to a physician's determination
14 of medical necessity. If clinically appropriate, the facility school district, the RTF, and the parent or guardian of a student referred
15 or placed in a RTF may consider the appropriateness of providing the student's education program virtually through enrollment in
16 either the facility district's virtual program, the South Carolina virtual school program provided through the Department of Education
17 (Virtual SC), or a virtual charter school authorized by the South Carolina Public Charter School District, or a virtual charter school
18 authorized by an approved institute of higher education. This decision should be made jointly with the best interest of the student
19 and what is clinically indicated being considered.

20 A facility school district must provide the necessary educational programs and services directly to the student at the RTF's facility,
21 provided that the RTF facility provides and maintains comparable adequate space for the educational programs and services
22 consistent with all federal and state least restrictive environment requirements. Adequate space shall include appropriate electrical
23 support and Internet accessibility. Unless the parent or legal guardian of the student seeks to continue the student's enrollment in
24 the resident school district under a medical homebound instruction program and the district approves, if appropriate, then, under
25 these circumstances, the facility school district shall enroll the student and assume full legal and financial responsibility for the
26 educational services including enrolling the student, approving the student's entry into a medical homebound instructional program,
27 if appropriate, and receiving and expending funds, unless the resident school district undertakes to carry out its educational
28 responsibilities for the student directly. Alternatively, a facility school district may choose to provide the necessary educational
29 programs and services by contracting with the RTF provided that the RTF agrees to provide educational services to the student at the
30 RTF's facility. Under these circumstances, the facility school district must enroll the student and pay the RTF for the educational
31 services provided. If the facility school district determines the educational program being offered by the RTF does not meet the
32 educational standards outlines in the contract, the facility district shall be justified in terminating the contract.

33 The facility school districts are entitled to receive the base student cost multiplied by the Education Finance Act pupil weighting
34 for pupils in a Residential Treatment Facility of 2.10, as set forth in Proviso 1.3 of this Act and any eligible categorical and federal
35 funds. These funds may be retained by the facility school districts for the purpose of providing the educational programs and services

1 directly to students referred or placed by the State or the facility school districts may use these funds to reimburse RTFs for the
2 educational programs and services provided directly by the RTFs. A facility school district is entitled to reimbursement from a
3 resident school district for the difference between (1) the reasonable costs expended for the educational services provided directly
4 by the facility school district or the amount paid to the RTF and (2) the aggregate amount of federal and state funding received by
5 the facility school district for that student. However, the reimbursement rate may not exceed \$90 per student per day. Through a
6 joint agreement with the facility school district and the RTF, the funding received for RTF students must be utilized to deliver an
7 instructional program that meets the needs of the students, and when applicable, the requirements of the Individuals with Disabilities
8 Education Act and Section 504 of the Rehabilitation Act of 1973. Facility school districts providing the educational services shall
9 notify the resident district in writing within forty-five calendar days that a student from the resident district is receiving educational
10 services pursuant to the provisions of the proviso. Reimbursements shall be paid within sixty days of billing, provided the facility
11 district has provided a copy of the invoice to both the District Superintendent and the finance office of the resident district being
12 invoiced. Should the facility school district be unable to reach agreement with the resident school district regarding reasonable costs
13 differences, the facility school district shall notify the Department of Education's Office of General Counsel. The Department of
14 Education shall facilitate a resolution of the dispute between the facility school district and the resident school district within
15 forty-five days of the notice of dispute. If the issue of reasonable cost differences should remain unresolved, a facility school district
16 shall have the right to file a complaint in a Circuit Court. Should a resident school district fail to distribute the entitled funding to
17 the facility school district by the one hundred thirty-five day count, the Department of Education is authorized to withhold the
18 equivalent amount of EFA funds and transfer those funds to the facility school district.

19 RTF facilities on the State Qualified Provider List not located within the boundaries of the state shall be reimbursed at a rate that
20 may not exceed \$45 per student per day for education services and school districts shall be eligible to receive a base student cost
21 weighted funding of 2.10 provided that the student remains enrolled in the school district. Facilities providing the educational
22 services shall notify the resident district in writing within forty-five calendar days that a student from the resident district is receiving
23 educational services pursuant to the provisions of the proviso. Reimbursements shall be paid within sixty days of billing, provided
24 the qualified facility has provided a copy of the invoice to both the District Superintendent and the finance office of the resident
25 district being invoiced. Should the facility be unable to reach agreement with the resident school district regarding reasonable costs
26 differences, the provider shall notify the Department of Education's Office of General Counsel. The Department of Education shall
27 facilitate a resolution of the dispute between the facility and the resident school district within forty-five days of the notice of dispute.
28 If the issue of reasonable cost differences should remain unresolved, a facility shall have the right to file a complaint in a Circuit
29 Court. Additionally, qualified RTF providers' general education curriculum must be aligned to the South Carolina academic
30 standards in the core content areas. All students with disabilities who are eligible for special education and related services under
31 the Individuals with Disabilities Education Act (IDEA), as amended, and the State Board of Education (SBE) regulations, as
32 amended, shall receive special education and related services in the least restrictive environment by appropriately certified personnel.
33 Students in a qualified RTF will at all times be eligible to receive the educational credits (e.g., Carnegie Units) earned through their
34 educational efforts. The resident school district and the RTF should develop a memorandum of understanding to outline the

1 responsibilities of the RTF in providing the educational services and responsibilities, if any, of the resident school district while the
2 student is housed in the RTF.

3 If a child from out of state is placed in a RTF by an out-of-state school district or agency, the child's home state remains responsible
4 for the educational services. The facility school district may choose to provide the educational program to the child and, upon
5 choosing to do so, shall contract with the appropriate entity for payment of educational serviced provided to the child. Out-of-state
6 students provided educational services by a facility school district shall not be eligible for funding through the Education Finance
7 Act.

8 If a child is placed in a RTF by the child's parent or guardian and is not referred, authorized, or placed by the State, the facility
9 school district may choose to provide the educational program to the child, and upon doing so, must negotiate with the resident
10 school district for services through medical homebound procedures. A facility school district is responsible for compliance with all
11 child find requirements under Section 504 of the Rehabilitation Act of 1973 and Individuals with Disabilities Act of 2004 (IDEA).

12 All students enrolled in the facility school districts shall have access to the facility school districts' general education curriculum,
13 which will be tied to the South Carolina academic standards in the core content areas. All students with disabilities who are eligible
14 for special education and related services under the Individuals with IDEA, as amended, and the State Board of Education (SBE)
15 regulations, as amended, shall receive special education and related services in the least restrictive environment by appropriately
16 certified personnel. Students in an RTF will at all times be eligible to receive the educational credits (e.g., Carnegie Units) earned
17 through their educational efforts.

18 With respect to students enrolled in the facility school districts, for accountability purposes, the assessment and accountability
19 measures for students residing in RTFs shall be attributed to a specific school only if the child physically attends the school. The
20 performance of students residing in a RTF who receive their educational program on site at the RTF must be reflected on a separate
21 line on the facility school district's report card and must not be included in the overall performance ratings of the facility school
22 district. The Department of Education shall examine the feasibility of issuing report cards for RTFs. For the current fiscal year, a
23 facility school district shall not have the district's state accreditation rating negatively impacted by deficiencies related to the delivery
24 of an educational program at a RTF.

25 RTFs shall notify the facility school district as soon as practical, and before admission to the RTF if practical, of a student's
26 admission to the RTF. RTFs, the facility school districts and the Department of Education shall use their best efforts to secure and/or
27 exchange information, including documents and records necessary to provide appropriate educational services and/or related services
28 as necessary to assist the facility school district in determining the resident school district. The Department of Education, in
29 collaboration with state placing agencies, RTFs, facility school districts, and resident school districts, shall implement a system to
30 follow the release of students from a RTF and re-enrollment in public, private, or special schools to ensure these students, when
31 appropriate, are not recorded as dropouts.

32 **1.40.** (SDE: Special Schools Flexibility) For the current fiscal year, the special schools are authorized to transfer funds among
33 funding categories, including capital funds.

34 **1.41.** (SDE: High School Driver Education) For the current fiscal year, the requirement for high schools to provide a course in
35 driver education is suspended however, high schools may continue to offer driver education courses if they choose to do so.

1 **1.42.** (SDE: Carry Forward Authorization) For the current fiscal year, the Department of Education is authorized to carry forward
2 and expend any General Fund balances for school bus transportation.

3 **1.43.** (SDE: Administrative Costs Report Posting) School districts must report the amount of funds spent on administrative
4 costs, as defined by In\$ight in the prior fiscal year and post the report on the districts website. School districts shall provide an
5 electronic copy of this report to the Department of Education in conjunction with the financial audit report required by Section
6 59-17-100, of the 1976 Code. If a district fails to meet these requirements they must be notified in writing by the department that
7 the district has sixty days to comply with the reporting requirement. If the district does not report within sixty days, the department
8 is authorized to reduce the district's base student cost by one percent until such time as the requirement is met. Once in compliance,
9 any funds withheld will be returned to the district.

10 **1.44.** (SDE: Governor's Schools Residency Requirement) Of the funds appropriated, the Governor's School for the Arts and the
11 Humanities and the Governor's School for Science and Mathematics are to ensure that a parent(s) or guardian(s) of a student attending
12 either the Governor's School for the Arts and the Humanities or the Governor's School for Science and Mathematics must prove that
13 they are a legal resident of the state of South Carolina at the time of application and must remain so throughout time of attendance.
14 The Governor's School for the Arts and the Humanities and Governor's School for Science and Mathematics may not admit students
15 whose parent(s) or guardian(s) are not legal residents of South Carolina.

16 **1.45.** (SDE: Holocaust Funds) Funds appropriated to the Department of Education for the SC Council on Holocaust shall not be
17 used for any other purpose nor transferred to any other program. In addition, in the event the department is required to implement a
18 budget reduction, SC Council on Holocaust funds may not be reduced.

19 **1.46.** (SDE: Student Health and Fitness) Funds appropriated for Student Health and Fitness shall be allocated to school districts
20 to increase the number of physical education teachers to the extent possible and to provide licensed nurses for elementary public
21 schools. Twenty-one percent of the funds shall be allocated to the districts based on average daily membership of grades K-5 from
22 the preceding year for physical education teachers. The remaining funds will be made available for school nurses and shall be
23 distributed to the school districts on a per school basis. Schools that provide instruction in grades K-5 are eligible to apply for the
24 school nurse funds.

25 **1.47.** (SDE: Impute Index Value) For the current fiscal year and for the purposes of calculating the index of taxpaying ability
26 the Department of Revenue shall impute an index value for owner-occupied residential property qualifying for the special four
27 percent assessment ratio by adding the second preceding taxable year total school district reimbursements for Tier 1, 2, and Tier 3(A)
28 and not to include the supplement distribution. The Department of Revenue shall not include sales ratio data in its calculation of the
29 index of taxpaying ability. The methodology for the calculations for the remaining classes of property shall remain as required
30 pursuant to the EFA and other applicable provisions of law.

31 **1.48.** (SDE: EFA State Share) A school district that does not recognize a State share of the EFA financial requirement shall be
32 supplemented with an amount equal to seventy percent of the school district with the least State financial requirement.

33 **1.49.** (SDE: Health Education) (1) Each school district is required to ensure that all comprehensive health education,
34 reproductive health education, and family life education conducted within the district, whether by school district employees or a
35 private entity, must utilize curriculum that complies with the provisions contained in Chapter 32, Title 59 and aligns to all standards

1 and regulations adopted by the South Carolina State Board of Education. Each district shall publish on its website the title and
2 publisher of all health education materials it has approved, adopted, and used in the classroom. If the department determines that a
3 district is non-compliant with mandated health education upon review of the district's annual CHE Compliance Survey or if the
4 district fails to publish the title and publisher of materials on its website, then the Department of Education shall withhold one percent
5 of the district's funds allocated in Part IA, Section 1, X - Student Health and Fitness Act until the department determines the district
6 is in compliance.

7 (2) Any person may complain in a signed, notarized writing to the chairman of the governing board of a school district that matter
8 not in compliance with the requirements of Chapter 32, Title 59 is being taught in the district. Upon receiving a notarized complaint,
9 the chairman of the governing board must ensure that the complaint is immediately investigated and, if the complaint is determined
10 to be founded, that immediate action is taken to correct the violation. If corrective action is not taken within 60 days of such a
11 determination, or if no investigation is made within 60 days of the chairman's receipt of the notarized statement, then the complainant
12 may within 60 calendar days, give written notice to the department. The notice must include the original notarized complaint. If,
13 upon investigation, the department determines that the district has not taken appropriate immediate action to correct a violation, then
14 the Department of Education shall withhold one percent of the district's funds allocated in Part IA, Section 1, X - Student Health and
15 Fitness Act until the department determines the district is in compliance.

16 **1.50.** (SDE: Bus Lease/Purchase) The Department of Education is permitted to purchase or lease school buses in order to
17 continue replacement of the state's school bus fleet.

18 **1.51.** (SDE: School Enrollment Policy) For the current fiscal year, any school district with an open enrollment policy for all
19 schools or certain schools which had previously accepted certain students residing outside of the district to an academic magnet
20 school in the district must continue to accept these students and their siblings for enrollment at the academic magnet school under
21 the same terms and conditions these students were previously permitted to attend the school.

22 **1.52.** (SDE: District Funding Flexibility) For the current fiscal year, districts must utilize funding flexibility provided herein to
23 ensure that district approved safety precautions are in place at every school.

24 **1.53.** (SDE: Transportation Maintenance Facilities) For the current fiscal year, a school district wishing to include school bus
25 maintenance in a contract with a private vendor may enter into an agreement with the Department of Education whereby the
26 department releases the school district to include school bus maintenance in the private vendor contract.

27 **1.54.** (SDE: School District Activity Bus Advertisements) School Districts may sell commercial advertising space on the outside
28 or inside of district owned activity buses. However, as defined and determined by the local school board, a school district may not
29 sell such commercial advertising if the advertisement promotes a political candidate, ideology, or cause, a product that could be
30 harmful to children, or a product that appeals to the prurient interest. Revenue generated from the sale of commercial advertising
31 space shall be retained by the school district.

32 **1.55.** (SDE: School District Property) The requirements of Section 59-19-250 of the 1976 Code, as amended, which requires
33 the consent of a governing board of a county in order for school trustees to sell or lease school property whenever they deem it
34 expedient to do so are suspended for the current fiscal year.

1 **1.56.** (SDE: Full-Day 4K) Eligible students residing in a school district that met the poverty level for participation in the prior
2 school year are eligible to participate in the South Carolina Early Reading Development and Education Program in the current school
3 year. Public and private providers shall be funded for instructional costs at a rate of \$4,600 per student enrolled. Eligible students
4 enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by the length
5 of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a reimbursement of
6 \$574 per eligible child transported. All providers who are reimbursed are required to retain records as required by their fiscal agent.
7 New providers participating for the first time in the current fiscal year and enrolling between one and six eligible children shall be
8 eligible to receive up to \$1,000 per child in materials and equipment funding, with providers enrolling seven or more such children
9 eligible for funding not to exceed \$10,000. Providers receiving equipment funding are expected to participate in the program and
10 provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate for three years
11 will require the provider to return a portion of the equipment allocation at a level determined by the Department of Education and
12 the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested by the Department
13 of Education and the Office of First Steps. The Department of Education shall only provide funding for public school students whose
14 complete records have been entered into PowerSchool based on the one hundred and thirty-five day student average daily
15 membership. For the current fiscal year, providers may enroll pay-lunch children who score at or below the twenty-fifth national
16 percentile on two of the three DIAL-3 subscales by July 1 if at least seventy-five percent of the total number of children eligible or
17 the Child Early Reading Development and Education Program in a district or county are projected to be enrolled in that program,
18 Head Start, or ABC Child Care Program as determined by the Department of Education and the Office of First Steps, Child Early
19 Reading Development and Education Program. Providers may receive reimbursement for these children if funds are available.

20 Annually, the Department of Education is directed to audit the annual allocations to public providers to ensure that allocations are
21 accurate and aligned to the appropriate pro rata per student allocation, materials, and equipment funding. In the event the department,
22 during the audit process determines that the annual allocations of the prior fiscal year are not accurate, the department must adjust
23 the allocations for the current fiscal year to account for the audit findings. The department must provide the results of the annual
24 audit findings to the General Assembly no later than December first. Likewise, in the event the Office of First Steps determines that
25 the annual allocations of the prior fiscal year to private providers are not accurate, the Office of First Steps must adjust the allocations
26 for the current fiscal year to account for the findings.

27 Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of
28 the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January
29 fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both
30 public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the
31 program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of
32 Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of
33 Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day
34 four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and
35 maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall

1 use this data and all other collected and maintained data necessary to conduct a research based review of the program's
2 implementation and assessment of student success in the early elementary grades along with information, recommendations, and a
3 timeline for how the state can increase the number of students served in high-quality programs.

4 **1.57.** (SDE: Summer Reading Camps) For the current fiscal year, funds appropriated for summer reading camps must be
5 allocated as follows: (1) up to twenty percent to the Department of Education to provide bus transportation for students attending
6 the camps; (2) \$700,000 allocated to the department to provide grants to support community partnerships whereby community
7 organizations shall partner with local school districts to provide enrichment activities as part of after school programs or summer
8 reading camps that utilize volunteers, mentors or tutors to provide instructional support to struggling readers in elementary schools
9 that have a poverty index of forty percent or greater. All mentors and tutors that are a part of these after school programs or summer
10 reading camps must have passed a SLED criminal background check. Participant to volunteer or teacher ratio must conform to that
11 of the school district in which the program is located; and (3) the remainder on a per pupil allocation to each school district based on
12 the number of students who substantially failed to demonstrate third-grade reading proficiency as indicated on the prior year's state
13 assessment as defined by Section 59-155-120 (10) of the 1976 Code. Summer reading camps must be at least six weeks in duration
14 with a minimum of four days of instruction per week and four hours of instruction per day, or the equivalent minimum hours of
15 instruction in the summer. School transportation shall be provided. The camps must be taught by compensated teachers who have
16 at least an add-on literacy endorsement or who have documented and demonstrated substantial success in helping students
17 comprehend grade-level texts. The Department of Education shall assist districts that cannot find qualified teachers to work in the
18 summer camps. Districts may also choose to contract for the services of qualified instructors or collaborate with one or more districts
19 to provide a summer reading camp. Schools and school districts are encouraged to partner with county or school libraries, institutions
20 of higher learning, community organizations, faith-based institutions, businesses, pediatric and family practice medical personnel,
21 and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading
22 camps. In the current school year, any student in third grade who substantially fails to demonstrate third-grade reading proficiency
23 by the end of the school year must be offered the opportunity to attend a summer reading camp at no cost to the parent or guardian.
24 The purpose of the reading camp is to provide students who are significantly below third-grade reading proficiency with the
25 opportunity to receive quality, intensive instructional services and support. A district may also include in the summer reading camps
26 students who are not exhibiting reading proficiency at any grade and may charge fees for these students to attend the summer reading
27 camps based on a sliding scale pursuant to Section 59-19-90, except where a child is found to be reading below grade level in the
28 first, second or third grade. A parent or guardian of a student who does not substantially demonstrate proficiency in comprehending
29 texts appropriate for his grade level must make the final decision regarding the student's participation in the summer reading camp.

30 **1.58.** (SDE: Interscholastic Athletic Association Dues) (A) A public school district supported by state funds shall not use any
31 funds or permit any school within the district to use any funds to join, affiliate with, pay dues or fees to, or in any way financially
32 support any interscholastic athletic association, body, or entity unless the constitution, rules, or policies of the association, body, or
33 entity contain the following:

1 (1) a range of sanctions that may be applied to a student, coach, team, or program and that takes into account factors such
2 as the seriousness, frequency, and other relevant factors when there is a violation of the constitution, bylaws, rules, or other governing
3 provisions of the association, body, or entity;

4 (2) (a) guarantees that private or charter schools are afforded the same rights and privileges that are enjoyed by all other
5 members of the association, body, or entity. A private or charter school may not be expelled from or have its membership
6 unreasonably withheld by the association, body, or entity or restricted in its ability to participate in interscholastic athletics including,
7 but not limited to, state playoffs or championships based solely on its status as a private school or charter school. The association,
8 body, or entity shall set reasonable standards for private or charter school admission. A private or charter school denied membership
9 must be provided, in writing within five business days, the reason or reasons for rejection of its application for membership;

10 (b) guarantees that a South Carolina home school athletic team that is a member of a home school athletic association
11 may not be denied access to preseason and regular season interscholastic athletics including, but not limited to, jamborees and
12 invitational tournaments, based solely on its status as a home school athletic team; other rules or policies of the association, body, or
13 entity would apply;

14 (3) (a) an appeals process in which appeals of the association, body, or entity are made to a disinterested third-body
15 appellate panel which consists of seven members who serve four year terms, with one person appointed by the delegation of each
16 congressional district;

17 (b) a member of the panel serves until his successor is appointed and qualifies. A vacancy on the panel is filled in the
18 manner of the original appointment;

19 (c) members of the appellate panel do not concurrently serve as officers of the association, body, or entity and may not
20 have served as a member of the executive committee within the last three years. Principals and superintendents are able to appeal a
21 ruling of the association, body, or entity to the panel. The appellate panel also must provide the final ruling in any appeal brought
22 against a decision of the association, body, or entity;

23 (4) a procedure in place for emergency appeals to be held and decided upon in an expedited manner if the normal appellate
24 process would prohibit the participation of a student, team, program, or school in an athletic event, to include practices; and

25 (5) provisions, implemented within one year after the effective date of this section, that require the composition of the
26 executive committee of the association, body, or entity be geographically representative of this State.

27 (B) In the event an association, body, or entity fails to include one of the items listed in this proviso, public school districts and
28 schools must end their affiliation with the association, body, or entity prior to the beginning of the upcoming school year and are
29 prohibited from paying dues or fees to the association, body, or entity.

30 **1.59.** (SDE: Governor's Schools Informational Access to Students) For the current fiscal year, school districts must permit both
31 the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics to collaborate with
32 individual schools and their staff to share information with students and families about the educational opportunities offered at the
33 respective Governor's Schools, through avenues including school visits, informational presentations, and posters. By June thirtieth,
34 of the current fiscal year, the Governor's School for the Arts and Humanities and the Governor's School for Science and Mathematics
35 must report to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee the

1 results of these Informational Access efforts. Further, the two Governor's Schools will work with districts, the Department of
2 Education and School Report Card administrators, to ensure that SAT scores of current Governor's Schools' students are included
3 in the School Report Card of those students' resident schools and districts.

4 **1.60.** (SDE: Reading/Literacy Coaches) (A) Funds appropriated for Reading/Literacy Coaches must be allocated to school
5 districts by the Department of Education as follows: for each primary and elementary school, the school district shall be eligible to
6 receive up to \$62,730 or the actual cost of salary and benefits for a full-time reading/literacy coach.

7 (B) By accepting these funds, a school district warrants that they will not be used to supplant existing school district expenditures,
8 except for districts that either are currently, or in the prior fiscal year, were paying for reading/literacy coaches with local funds. A
9 district may only utilize these funds to employ reading/literacy coaches that may serve in a primary, elementary, or middle school or
10 a combination of these schools depending on the area of highest need in the district except in the event that the district can request
11 and receive a waiver from the Department of Education to expend the funds on interventionists who spend more than fifty percent
12 of their time providing direct support to struggling readers in grades kindergarten through grade five. The school district must align
13 the placement of coaches to the district reading plan that is approved by the department.

14 (C) Funds appropriated for reading/literacy Coaches are intended to be used to provide primary, elementary, and/or middle
15 schools with reading/literacy coaches who shall serve according to the provisions in Chapter 155 of Title 59.

16 (D) Schools and districts accepting funding to support a coaching position agree that the reading/literacy coach must not serve as
17 an administrator. If the department finds that school districts are using these funds for administrative costs as defined in statute they
18 must withhold that districts remaining balance of funds allocated pursuant to this proviso.

19 (E) The Department of Education must publish guidelines that define the minimum qualifications for a reading/literacy coach.
20 These guidelines must deem any licensed/certified teacher qualified if, at a minimum, he or she:

- 21 (1) holds a bachelor's degree or higher and an add-on endorsement for literacy coach or literacy specialist; or
- 22 (2) holds a bachelor's degree or higher and is actively pursuing the literacy coach or literacy specialist endorsement; or
- 23 (3) holds a master's degree or higher in reading or a closely-related field.

24 Within these guidelines, the Department of Education must assist districts in identifying a reading/literacy coach in the event that
25 the school is not successful in identifying and directly employing a qualified candidate. The provisions of subsection (A), including
26 the local support requirements, shall also apply to any allocations made pursuant to this paragraph.

27 (F) The Department of Education must develop procedures for monitoring the use of funds appropriated for reading/literacy
28 coaches to ensure they are applied to their intended uses and are not redirected for other purposes. The Department of Education
29 may receive up to \$100,000 of the funds appropriated for reading/literacy coaches in order to implement this program, provided that
30 this allocation does not exceed the department's actual costs.

31 (G) Prior to the close of the current fiscal year, any unspent or unallocated funds for reading/literacy coaches shall be used to fund
32 Summer Reading Camps.

33 (H) For the current school year, the Department of Education shall screen and approve the hiring of any reading/literacy coach
34 serving in a school in which one third or more of its third grade students scoring at the lowest achievement level on the statewide
35 summative English/language arts assessment. No funds shall be disbursed to the district to fund the reading/literacy coach until the

1 department has screened and approved the coach. Schools in which at least sixty percent of students scored at meets or exceeds
2 expectations on the state summative assessment in English/language arts may submit, as part of their reading plan, a request to the
3 department for flexibility to utilize their allocation to provide literacy support to students, which may include, but is not limited to:
4 a reading coach, a literacy interventionist, or other supplemental services directed to students in need of interventions. This plan
5 must be approved by the department annually as part of the district reading plan.

6 (I) The Department of Education shall require:

7 (1) any school district receiving funding under subsection (A) to identify the name and qualifications of the supported
8 reading/literacy coach; as well as the school in which the coach is assigned; and

9 (2) any school district receiving funding under subsection (G) to account for the specific amounts and uses of such funds.

10 (J) With the data reported by the school districts, the department shall report by January fifteenth of the current fiscal year on the
11 hiring of and assignment of reading/literacy coaches by school. The department shall also report the amount of funds that will be
12 used for Summer Reading Camps.

13 (K) Funds appropriated for reading/literacy coaches shall be retained and carried forward to be used for the same purpose but
14 may not be flexed.

15 **1.61.** (SDE: Sports Participation) Any school receiving state funds shall be required to allow a military dependent student who
16 has transferred from their resident school district to another school district to participate in a sport that was not offered in the resident
17 school district. Should a school fail to comply with this provision, the Department of Education shall withhold one percent of their
18 total state allocation.

19 **1.62.** (SDE: Graduation Rates) For the current fiscal year, if a high school has a graduation rate below sixty percent, using
20 appropriated funds a local school district board of trustees must provide a report detailing a plan to increase the graduation rate in
21 accordance with the provisions of the Education Accountability Act to the State Board of Education.

22 **1.63.** (SDE: South Carolina Community Block Grants for Education Pilot Program) There is created the South Carolina
23 Community Block Grants for Education Pilot Program. The purpose of this matching grants program is to encourage and sustain
24 partnerships between a community and its local public school district or school for the implementation of innovative, state-of-the-art
25 education initiatives and models to improve student learning. The initiatives and models funded by the grant must be well designed,
26 based on strong evidence of effectiveness, and have a history of improved student performance.

27 The General Assembly finds that the success offered by these initiatives and programs is assured best when vigorous community
28 support is integral to their development and implementation. It is the intent of this proviso to encourage public school and district
29 communities and their entrepreneurial public educators to undertake state-of-the-art initiatives to improve student learning and to
30 share the results of these efforts with the state's public education community.

31 As used in this proviso:

32 (1) "Community" is defined as a group of parents, educators, and individuals from business, faith groups, elected officials,
33 nonprofit organizations and others who support the public school district or school in its efforts to provide an outstanding education
34 for each child. As applied to the schools impacted within a district or an individual school, "community" includes the school faculty
35 and the School Improvement Council as established in Section 59-20-60 of the 1976 Code;

1 (2) "Poverty" is defined as the percent of students eligible in the prior year for the free and reduced price lunch program and
2 or Medicaid; and

3 (3) "Achievement" is as established by the Education Oversight Committee for the report card ratings developed pursuant to
4 Section 59-18-900 of the 1976 Code.

5 The Executive Director of the Education Oversight Committee is directed to appoint an independent grants committee to develop
6 the process for awarding the grants including the application procedure, selection process, and matching grant formula. The grants
7 committee will be comprised of seven members, three members selected from the education community and four members from the
8 business community. The chairman of the committee will be selected by the committee members at the first meeting of the grants
9 committee. The grants committee will review and select the recipients of the Community Block Grants for Education.

10 The criteria for awarding the grants must include, but are not limited to:

11 (1) the establishment and continuation of a robust community advisory committee to leverage funding, expertise, and other
12 resources to assist the district or school throughout the implementation of the initiatives funded through the Block Grant Program;

13 (2) a demonstrated ability to meet the match throughout the granting period;

14 (3) a demonstrated ability to implement the initiative or model as set forth in the application; and

15 (4) an explanation of the manner in which the initiative supports the district's or school's strategic plan required by Section
16 59-18-1310 of the 1976 Code.

17 In addition, the district or school, with input from the community advisory committee, must include:

18 (1) a comprehensive plan to examine delivery implementation and measure impact of the model;

19 (2) a report on implementation problems and successes and impact of the innovation or model; and

20 (3) evidence of support for the project from the school district administration when an individual school applies for a grant.

21 The match required from a grant recipient is based on the poverty of the district or school. No matching amount will exceed more
22 than seventy percent of the grant request or be less than ten percent of the request. The required match may be met by funds or by
23 in-kind donations, such as technology, to be further defined by the grants committee. Public school districts and schools that have
24 high poverty and low achievement will receive priority for grants when their applications are judged to meet the criteria established
25 for the grant program.

26 However, no grant may exceed \$250,000 annually unless the grants committee finds that exceptional circumstances warrant
27 exceeding this amount.

28 The Education Oversight Committee will review the grantee reports and examine the implementation of the initiatives and models
29 to understand the delivery of services and any contextual factors. The Oversight Committee will then highlight the accomplishments
30 and common challenges of the initiatives and models funded by the Community Block Grant for Education Pilot Program to share
31 the lessons learned with the state's public education community.

32 For the current fiscal year, funds allocated to the Community Block Grant for Education Pilot Program must be used to provide or
33 expand high-quality early childhood programs for a targeted population of at-risk four-year-olds. High-quality is defined as meeting
34 the minimum program requirements of the Child Early Reading Development and Education Program and providing measurable
35 high-quality child-teacher interactions, curricula and instruction. Priority will be given to applications that involve public-private

1 partnerships between school districts, schools, Head Start, and private child care providers who collaborate to: (1) provide
2 high-quality programs to four-year-olds to maximize the return on investment; (2) assist in making the transition to kindergarten; (3)
3 improve the early literacy, social and emotional, and numeracy readiness of children; and (4) engage families in improving their
4 children's readiness.

5 **1.64.** (SDE: Proceeds from Sale of Bus Shop & Boat) For the current fiscal year the Department of Education is authorized to
6 retain any funds received from the sale of any bus shop and the sale of the state-owned boat and expend those funds for transportation
7 purposes.

8 **1.65.** (SDE: First Steps 4K Technology) During the current fiscal year, South Carolina Office of First Steps to School Readiness
9 is authorized to expend up to \$75,000 from the four-year-old kindergarten carry forward funds to purchase electronic devices for the
10 administration of required school readiness assessments to children enrolled in the full-day 4K program in private centers in the
11 current fiscal year. The State Office of First Steps may purchase one device, which would be the property of the Office of First
12 Steps, for every ten centers serving children in the program. The regional coordinators who provide support to the centers shall
13 coordinate the usage of the devices among the centers. First Steps shall provide a report documenting its technology and materials
14 expenditures to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee no later
15 than January 15 of the current fiscal year.

16 **1.66.** (SDE: Teacher Certification Exemption) For the current fiscal year, a teacher certified at the secondary level may teach
17 such courses in grades seven through twelve without having the add on certification for middle-level education. A teacher certified
18 in elementary education may teach first grade without having the add on certification in early childhood education. Districts must
19 report to the Department of Education and the Center for Educator Recruitment Retention and Advancement on the teachers and
20 courses that utilize this exemption.

21 **1.67.** (SDE: Digital Instructional Materials) The Department of Education shall continue to create an instructional materials list
22 composed of those items (print and/or digital) that have received State Board of Education approval through the normal adoption
23 process. The department shall continue to work with the publishers of instructional materials to ensure that districts have options for
24 print/digital student materials to include class sets of print student editions, if needed. Funds appropriated for the purchase of
25 instructional materials (print/digital) may be used for reimbursing school districts to offset the costs of refurbishing science kits on
26 the state-adopted instructional materials inventory, purchasing new kits or those adopted as supplemental from the central textbook
27 depository, or a combination of refurbishment and purchase. The refurbishing cost of kits may not exceed the cost of the
28 state-adopted refurbishing kits plus a reasonable amount for shipping and handling. Costs for staff development, personnel costs,
29 equipment, or other costs associated with refurbishing kits on state inventory are not allowable costs. Funds provided for Instructional
30 Materials may be carried forward from the prior fiscal year into the current fiscal year to be expended for the same purposes by the
31 department, school districts, and special schools. These funds are not subject to flexibility.

32 **1.68.** (SDE: CDEPP Unexpended Funds) For Fiscal Year 2019-20, the Office of First Steps to School Readiness is permitted to
33 retain the first \$1,000,000 of any unexpended CDEPP funds of the prior fiscal year and expend these funds to enhance the quality of
34 the full-day 4K program in private centers and provide professional development opportunities. By August first, the Office of First
35 Steps is directed to allocate any additional unexpended CDEPP funds from the prior fiscal year and any CDEPP funds carried forward

1 from prior fiscal years that were transferred to the restricted account for the following purpose: Education Oversight
2 Committee - \$1,000,000 for the South Carolina Community Block Grants for Education Pilot Program.

3 If carry forward funds are less than the amounts appropriated, funding for the items listed herein shall be reduced on a pro rata
4 basis.

5 If by August first, the Department of Education or the Office of First Steps determines there will be funds available, funds shall
6 be allocated on a per pupil basis for districts eligible for participation first, who have a documented waiting list, and funded an
7 extended program per this proviso in the prior school year, then to districts to increase the length of the program to a maximum of
8 eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. The department and the Office
9 of First Steps are authorized to target funds to ensure that the schools in which more than one third of third graders scored "Does Not
10 Meet Expectations" on the state English/language arts assessment are serving all eligible four year olds. By August 1, the Department
11 of Education and the Office of First Steps must collect the documented waiting lists and determine a process to notify parents of
12 eligible students of available slots in all approved providers. If a district chooses to fund summer enrollment the program funding
13 shall conform to the funding in this act for full year programs, however shall be reduced on a pro rata basis to conform with the
14 length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks
15 in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this Act and end
16 of year adjustments shall be based on the one hundred and thirty five day student average daily membership or later student average
17 daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide
18 parent engagement, professional development and quality evaluations of programs.

19 For Fiscal Year 2019-20, the Office of First Steps may pilot a program to provide higher reimbursement rates to high quality
20 centers in order to increase the numbers of First Steps participants. Utilizing up to \$1,000,000 of carry-forward funding, the
21 reimbursement rate for students enrolled by private providers rated B or higher in the ABC Quality System operated by the
22 Department of Social Services may be increased by up to 10% of the per-student base following guidelines developed by the Office
23 of First Steps.

24 No later than April first, the Department of Education and the Office of First Steps must report to the Chairman of the Senate
25 Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the
26 following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program
27 and the amount of money used for professional development as well as the types of professional development offered and the number
28 of participants.

29 **1.69.** (SDE: Technology Technical Assistance) Of the funds appropriated for the K-12 Technology Initiative, the department is
30 authorized to withhold up to \$350,000 in order to develop a statewide technology plan for schools and districts. The plan must
31 address, at a minimum, infrastructure and connectivity needs, online testing requirements, equipment, educational technology, digital
32 literacy and a statewide learning management system to connect teachers and students. The plan must take into account the need for
33 some districts to utilize a regional approach to services that may include, but is not limited to, purchasing, training and support
34 services. This plan, including cost projections, shall be presented to the Governor, the Chairman of the House Ways and Means

1 Committee, and the Chairman of the Senate Finance Committee by February 1, 2020. Remaining funds shall be used to provide
2 technology technical assistance to school districts.

3 **1.70.** (SDE: Technology Technical Assistance) Funds appropriated to the Department of Education for Technology Technical
4 Assistance must be used to increase the capacity of districts who are or were the original trial and plaintiff school districts in the
5 Abbeville law suit. Funds shall be used by the department to assist school districts in procuring appropriate technology to include
6 devices and infrastructure in accordance with the recommendations made by the technology review team to begin to build capacity
7 to offer online testing and increased access. For the current fiscal year districts and individual public charter schools may request a
8 waiver from the State Board of Education from the requirement that all assessments be administered online.

9 **1.71.** (SDE: Assistance Funding) For the current fiscal year, any funds appropriated to the Department of Education to assist
10 districts that are or were Plaintiffs in the Abbeville law suit and funding appropriated to the department to provide technical assistance
11 to underperforming districts may not be transferred to any other program, are not subject to flexibility, and may be carried forward
12 and expended for the same purposes.

13 **1.72.** (SDE: Reporting and Procurement) Any state agency or school for which the department acts as the fiscal agent must
14 comply with any state and federal reporting requirements using agency procedures and shall follow all state procurement laws.

15 **1.73.** (SDE: Military Child Care Centers) During the current fiscal year, South Carolina First Steps to School Readiness may
16 extend four-year-old kindergarten provider eligibility to military child care settings regulated by the United States Department of
17 Defense. State funds appropriated for use in military child care facilities must be used to expand service to CERDEP eligible children
18 residing in school districts approved for participation during the prior fiscal year and may not be used to supplant any existing federal
19 child care investment.

20 **1.74.** (SDE: First Steps 4K Underserved Communities) Using funds appropriated for the Child Early Reading and Development
21 Education Program, South Carolina First Steps shall develop a pilot program to expand four-year-old kindergarten enrollment within
22 underserved communities eligible for participation during the most recent fiscal year. Newly created and/or newly approved private
23 providers proposing to expand service to ten or more CERDEP eligible children in communities unable to enroll all of eligible
24 students in a public, private, or Head Start setting during the prior fiscal year, may apply for up to \$30,000 in one-time supplemental,
25 needs-based incentives designed to address building renovations, documented as necessary to bring proposed classrooms into
26 compliance with licensing regulations, materials and staffing costs, and/or other obstacles currently preventing their participation in
27 the First Steps 4K program. The First Steps Board of Trustees shall develop and approve an application process that incorporates
28 formal review and fiscal safeguards designed to ensure grant funds are used solely to address documented barriers to program
29 participation. Providers receiving this one-time supplement are expected to participate in the program and provide high-quality,
30 center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider
31 to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness. First Steps
32 shall submit a report detailing its process, expenditures and expanded enrollment to the Chairman of the House Ways and Means
33 Committee and the Chairman of the Senate Finance Committee by March 15, 2020.

34 For Fiscal Year 2019-20, the Office of First Steps may pilot a program to provide CERDEP services in underserved communities
35 serving multi counties and multi-districts. 4K centers served by this pilot may provide CERDEP-funded services to eligible children

1 from non-CERDEP districts but must also offer services to students from at least one school district eligible to participate in the
2 CERDEP program. Utilizing up to \$1,000,000 of carry-forward funding, First Steps may provide grants to participants in this pilot
3 if they are public-private partnerships to address building renovations and designs necessary to get the building and classrooms into
4 compliance with licensing regulations and other obstacles that prevent participation in the CERDEP program following guidelines
5 developed by SC First Steps. Providers participating in this pilot are expected to participate in the program and provide high-quality,
6 center-based programs as defined herein for a minimum of three years. Failure to participate for three years will require the provider
7 to return a portion of the supplemental allocation at a level determined by the Office of First Steps to School Readiness.

8 **1.75.** (SDE: School Leadership) Of the funds appropriated to and retained by the department for Professional Development,
9 \$400,000 shall be used to contract with a non-profit statewide K-12 professional association located in South Carolina whose
10 membership provides for the development and support of current and future school leaders. The provider must specialize in multiple
11 assessments, executive coaching, and leadership development that provides the skills necessary for a progressive career path in school
12 leadership.

13 **1.76.** (SDE: School Bus Drivers) For the current fiscal year, a driver candidate must possess a valid driver's license that meets
14 the requirements in State and Federal law to operate commercial and non-commercial school bus type vehicles with no restrictions
15 other than vision correction to qualify for issuance. Driver candidates must complete all Department of Education classroom and
16 behind-the-wheel training requirements, including a medical examination and drug/alcohol testing, for initial certification as well as
17 all Department of Education required in-service training annually to qualify for continued certification.

18 **1.77.** (SDE: Special Education Minutes Requirement) For the current fiscal year the required two-hundred fifty minutes of
19 specialized instruction a student is required to receive in order to qualify for the special education weighting in the EFA is waived.
20 A special education weighting may be applied for any public school child with an Individualized Education Program in effect,
21 regardless of the number of minutes of instruction.

22 **1.78.** (SDE: Retired Educators Employment) For the current fiscal year school districts may notify retired educators of
23 employment in writing on or before May 1. School districts employing retired educators pursuant to Section 9-1-1795 of the 1976
24 Code shall provide documentation of compliance with the earnings limitation exemptions to the department. The department shall
25 verify the compliance and send the verification to the Public Employee Benefit Authority.

26 **1.79.** (SDE: Education Rate Program) For purposes of the federal Educational Rate Program, a child attending a state-funded
27 four-year-old kindergarten program must be considered an elementary school student.

28 **1.80.** (SDE: Safe Schools Initiative) (A) For the current fiscal year, the Department of Education and the State Law Enforcement
29 Division shall continue to support, through the state level Threat Assessment Team, school threat assessment teams and training in
30 school districts. By August 15, 2019, each school in the state must have identified key staff to serve on a threat assessment team.
31 The department shall work with stakeholders to provide professional development to staff who will serve on the team. The state
32 level Threat Assessment Team shall continue to coordinate, collect and compile Threat Assessment & School Safety Plans from each
33 school district with their input. These plans shall be exempt from the provisions of Section 30-4-10, et seq. of the 1976 Code. The
34 Department of Education and the State Law Enforcement Division shall continue to provide the Governor and the General Assembly
35 with recommendations regarding school safety which shall include any projected costs or necessary statute changes.

1 **1.81.** (SDE: Alternative Certification Programs) For the current fiscal year, the department, through the State Board of
2 Education, is authorized to award a conditional teaching certificate to a person who is enrolled in an approved alternative certification
3 program provided the person has earned a bachelor's degree from a regionally accredited college or university with a major, or major
4 equivalence, as defined by the State Board of Education in guidelines developed by the department in a certification area for which
5 the board has determined there exists a critical shortage of teachers, and the person has passed the appropriate teaching examination.

6 **1.82.** (SDE: Student Meals) For the current fiscal year, all school districts shall identify students in poverty according to the
7 provisions in Proviso 1.3 of this Act and increase access to free school meals for these students. School districts shall use the criteria
8 to directly certify pupils eligible for free and reduced-price school meals to the extent permitted under federal law. The local board
9 of trustees of a district in which all schools are eligible to receive the free federal reimbursement rate for all reimbursable school
10 breakfasts and lunches served, pursuant to the Community Eligibility Provision in Section 1759(a) of Title 42 of the United States
11 Code, shall adopt a resolution indicating participation. If a district is unable to participate, the local board of trustees shall adopt a
12 resolution stating that it is unable to participate in CEP and demonstrate the reasons why. The resolution shall be published on a
13 public meeting agenda concurrently with the proposed district budget as an action item and shall be approved by a majority of the
14 board. School districts shall ensure that the parents or guardians of students eligible for free and reduced lunch receive the necessary
15 applications and instructions and upon request are provided with assistance in completing the paperwork. Schools shall not publically
16 identify a student who is unable to pay for a meal for any reason. Communications from the district regarding any meal debt owed
17 must only be directed to the parent or guardian and may be sent home through the student.

18 **1.83.** (SDE: Consolidate Administrative Functions) For the current fiscal, any school district that has an average daily
19 membership of less than 1,500 students, has been designated in Fiscal Watch, Caution or Emergency status, has a risk assessment of
20 medium or high, has a school or is a district with an accreditation status of probation or denied, or has a school or schools that have
21 been in improvement status for three years may be directed by the State Superintendent of Education to consolidate administrative
22 and professional services with one or more school districts. Administrative and professional services may include, but are not limited
23 to: finance, human resources, procurement, administrative functions, transportation and collaboration on increasing instructional
24 offerings. The Superintendent shall notify a district in writing that they meet one or more of the criteria. The district then has thirty
25 business days from receipt of the notification to deliver a plan to the Superintendent for her approval. The Superintendent must
26 either approve or amend the plan within fifteen days. Plans must be implemented within sixty days of approval. If a district fails to
27 submit a plan, the Superintendent shall direct the consolidation of services with another school district and if the district fails to
28 comply, the department shall withhold one percent of the district's EFA allocation until the district does comply. At that time, the
29 EFA payments shall resume and any EFA funds withheld shall be allocated to the district.

30 **1.84.** (SDE: School Safety Program) Funds appropriated for the School Safety Program and School Resource Officers shall be
31 utilized by the department for the purpose of hiring certified law enforcement officers to serve as a school resource officer for school
32 districts that otherwise would lack the adequate resources to hire their own school resource officers. In making determinations of
33 eligibility the department shall use the most recent index of taxpaying ability as the district's indicator of ability to pay, with districts
34 of the lowest index of taxpaying ability receiving priority consideration. Districts must apply for funding through the department
35 and no districts shall receive an award of more than four certified school resource officer positions. In making awards the department

1 shall provide funding directly to the local law enforcement agency to pay for the cost of the law enforcement officer that will serve
2 as a full-time school resource officer. The department is authorized to carry forward funds from the prior fiscal year and utilize these
3 funds for the same purpose.

4 **1.85.** (SDE: Exceptional Needs Sports Participation) A student who meets the definition of ‘Exceptional needs child’ in Section
5 12-6-3790 (A)(2) and the definition of ‘Qualifying Student’ in Section 12-6-3790 (A)(5) of the 1976 Code shall be eligible to
6 participate in any sport offered at the public school for which the child is zoned to attend.

7 **1.86.** (SDE: School Districts Capital Improvement) The funds appropriated for school district capital improvements in Proviso
8 112.1, shall be prioritized by the Department of Education pursuant to subsections (A) and (B).

9 (A) Twenty-five percent of the funds shall be made available first to a local school district or districts with an average daily
10 membership that is less than one thousand five hundred, based on the most recent student count received by the department, and that
11 is located within a county ranked as Tier IV pursuant to Section 12-6-3360(B) for 2018 which chooses to consolidate with another
12 school district located in the same county. The funds may be used to support costs directly related to the consolidation which shall
13 include, but are not limited to, salary adjustments, facilities, debt mitigation, millage rate adjustments, transportation, technology and
14 other factors for which the district demonstrates are necessary to complete consolidation. Furthermore, the department is eligible to
15 carry forward these funds and use them for the same purpose. On or before August 1, the eligible districts must submit a preliminary
16 plan and timeline for pursuing consolidation, including the use of the consolidation funds requested, to the Department of Education
17 for review and approval. When the department has approved the final plan, the districts shall forward the plan to the local legislative
18 delegation outlining the specific request that local legislation be enacted to effect the consolidation. The legislation may include, but
19 is not limited to, composition of the consolidated board, transition procedures, and disposition and/or assumption of district assets
20 and liabilities. Upon approval of a consolidation plan, the department shall make an initial allocation to the impacted districts and
21 shall allocate remaining funds upon enactment of legislation formally consolidating the districts for the benefit of the consolidated
22 district.

23 (B) Any funds not used for the purposes of assisting districts eligible in (A) shall be distributed by the department to eligible
24 districts for the purpose of funding shared school facility construction and upgrades in districts with a poverty index of seventy
25 percent or higher or an index of taxpayer ability less than .009. For the purpose of this provision, “school facility” means only
26 facilities necessary for instructional and related supporting purposes including, but not limited to, classrooms, libraries, media centers,
27 laboratories, cafeterias, physical education spaces, related interior and exterior facilities, and the conduit, wiring, and powering of
28 hardware installations for classroom computers or for area network systems. Eligible school facility projects shall include and be
29 prioritized as follows: construction of shared high school and career and technology education facilities with priority given to districts
30 that submit a plan for a facility that serves multiple school districts with average daily membership counts of less than one thousand
31 five hundred and then for the following purposes: (a) health and safety upgrades; (b) technology upgrades inside school facilities;
32 (c) upgrades associated with career and technology education programs; and (d) deferred maintenance needs as described in the
33 district’s capital improvement plan. For purposes of this provision, school facilities shall not include unimproved real property,
34 centralized district administration facilities, or other facilities, including those normally identified with interscholastic sports
35 activities.

1 (i) The department shall develop and maintain an application process for school districts to request funding for qualified
2 school projects and establish policies, procedures, and priorities for the making of grants pursuant to this provision. At least twice a
3 year and upon receipt of applications pursuant to the application process adopted by the department, the department shall prioritize
4 the eligible projects with the greatest need and shall submit a list of recommended grant awards to the State Board of Education.
5 Grants shall be awarded upon an affirmative vote of the State Board.

6 (ii) The financial assistance provided to school districts pursuant to this provision must be used for the eligible school facility
7 project. The department is responsible for establishing policies and procedures to ensure that funds are expended in a manner
8 consistent with this provision.

9 (C) Following the close of the fiscal year, the department shall submit a report on the expenditure of funds pursuant to subsections
10 (A) and (B) for the preceding year to the Governor, the Chairman of the Senate Finance Committee, the Chairman of the House
11 Ways and Means Committee, the Chairman of the Senate Education Committee, and the Chairman of the House Education and
12 Public Works Committee.

13 **1.87.** (SDE: Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the average
14 teachers' salaries of the southeastern states as projected by the Revenue and Fiscal Affairs Office. For the current school year the
15 Southeastern average teacher salary is projected to be \$52,830. The General Assembly remains desirous of raising the average
16 teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national
17 average teacher salary.

18 Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all
19 eligible certified teachers employed by the district by no less than one year of experience credit using the district salary schedule
20 utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible
21 certified teachers. For Fiscal Year 2019-20, the requirement that school districts maintain local salary supplements per teacher no
22 less than their prior fiscal year level is suspended if additional State funds fill the gap.

23 Funds allocated by Proviso 1.3 for implementing a revised state minimum salary schedule for Teacher Salaries must be used to
24 increase salaries of those teachers eligible pursuant to Section 59-20-50(4)(b), to include classroom teachers, librarians, guidance
25 counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and
26 audiologists in the school districts of the state by not less than four percent. Districts must use the district salary schedule utilized
27 the prior fiscal year as the basis for providing the increase.

28 For purposes of this provision teachers shall be defined by the Department of Education using the Professional Certified Staff
29 (PCS) System.

30 **1.88.** (SDE: School District Hold Harmless) If there is not an increase in state support for school districts that is disbursed
31 through the Education Finance Act formula pursuant to Proviso 1.3 in this Act, any district that must use reserve funds to pay for
32 teacher pay raises, to include step increases, shall be held harmless from the local school district's reserve fund requirement
33 provisions in the Fiscal Accountability Act for Fiscal Year 2019-20 and upon approval by the Department of Education.

34 **1.89.** (SDE: Educational Services for Children with Disabilities) In order to determine whether educational services provided to
35 children with disabilities are delivered effectively and efficiently and whether services or funding should be reformed, the Department

of Education, in coordination with the Department of Health and Human Services, shall provide data to the Joint Legislative and Citizens Committee on Children, Chairman of the Senate Finance Committee, Chairman of the Senate Education Committee, Chairman of the House Ways and Means Committee and Chairman of the House Education and Public Works Committee regarding services to exceptional needs children served by public schools and BabyNet as follows: (1) summary reports on the identification of students in need of services through IDEA Parts C and B to include the number of students qualifying for services by district; (2) information on services provided to students with IEPs in the least restrictive environment; (3) recommendations on updates to student weightings and funding in the current Education Finance Act; (4) how are these services funded with federal, state and local funds at the district level; and (5) prior school year outcome data for students with disabilities. The findings shall be submitted by January 15, 2020.

1.90. (SDE: Reserve Suspension) In the current fiscal year, the provisions of Section 3 of Act 593 of 1992, as amended, relating to the limit on cash reserves are suspended for Dorchester County School District 2. The cash reserve may consist of state or federal funds allocated to the school district pursuant to this act, as well as other funds.

1.91. (SDE: Standards-Based Assessments Suspended) In Fiscal Year 2019-20, the provisions of Section 59-18-325(C)(3) requiring science standards-based assessments of students in grade eight and social studies standards-based assessments of students in grades five and seven are suspended. Of the funds available due to the suspension of these assessments, \$500,000 must be used by the Department of Education to fund educator professional development regarding the South Carolina Computer Science and Digital Literacy Standards. The remainder of the funds shall be used to pay for industry certification/credentials as approved to measure College/Career Readiness for purposes of the state accountability system.

1.92. (SDE: Schools of Choice) For the current fiscal year, school districts are authorized to create multiple schools of choice within the district. These schools of choice must meet the requirements of Section 59-19-350 of the 1976 Code.

1.93. (SDE: Master's Plus Thirty) For school year 2019-20, the department shall continue to process the master's plus thirty certificate classification in the same manner as the prior school year. Educators earning a master's degree with sixty or more semester hours of graduate coursework will remain eligible for the master's plus thirty credential classification.

SECTION 1A - H630 - DEPARTMENT OF EDUCATION-EIA

1A.1. (SDE-EIA: Prohibition on Appropriation Transfers) The amounts appropriated herein for aid to subdivisions or allocations to school districts shall not be transferred or reduced and must be expended in accordance with the intent of the appropriation. However, transfers are authorized from allocations to school districts or special line items with projected year-end excess appropriations above requirements, to allocations to school districts or special line items with projected deficits in appropriations.

1A.2. (SDE-EIA: African-American History) Funds provided for the development of the African-American History curricula may be carried forward into the current fiscal year. Funds that are currently a salary line item will be reallocated for the development of instructional materials and programs and the implementation of professional learning opportunities that promote African American history and culture. For the current fiscal year, not less than seventy percent of the funds carried forwarded must be expended for

1 the development of additional instructional materials by nonprofit organizations, school districts, or institutions of higher education
2 selected through a grant process by the Department of Education.

3 **1A.3.** (SDE-EIA: Teacher Evaluations, Implementation/Education Oversight) The Department of Education is directed to
4 oversee the evaluation of teachers at the School for the Deaf and the Blind, the John de la Howe School and the Department of
5 Juvenile Justice under the ADEPT model.

6 **1A.4.** (SDE-EIA: Teacher Salaries/State Agencies) Each state agency which does not contain a school district but has
7 instructional personnel shall receive an appropriation as recommended by the Department of Education and funded by the General
8 Assembly for teacher salaries based on the following formula: Each state agency shall receive such funds as are necessary to adjust
9 the pay of all instructional personnel to the appropriate salary provided by the salary schedules of the school district in which the
10 agency is located. Instructional personnel may include all positions which would be eligible for EIA supplements in a public school
11 district, and may at the discretion of the state agency, be defined to cover curriculum development specialists, educational testing
12 psychologists, psychological and guidance counselors, and principals. The twelve-month agricultural teachers located at Clemson
13 University are to be included in this allocation of funds for base salary increases. The South Carolina Governor's School for the Arts
14 and Humanities and the South Carolina Governor's School for Science and Mathematics are authorized to increase the salaries of
15 instructional personnel by an amount equal to the percentage increase given by the School District in which they are both located.

16 Teacher salary increases recommended by the Department of Education and funded in this Act shall be incorporated into each
17 agency's EIA appropriation contained in Section 1, VIII.F.

18 **1A.5.** (SDE-EIA: Work-Based Learning) Of the funds appropriated in Part IA, Section 1, VIII.A.1. for the Work-Based Learning
19 Program, \$75,000 shall be used by the State Department of Education to provide for regional professional development in contextual
20 methodology techniques and integration of curriculum, and professional development in career guidance for teachers and guidance
21 counselors and training mentors. Pilot-site delivery of contextual methodology training in mathematics will be supported by
22 technology and hands-on lab activities. In addition, \$500,000 shall be allocated for Regional Career Specialists. Each Regional
23 Career Specialist shall (1) be housed within the regional centers/WIA geographic areas, (2) provide career development activities
24 throughout all schools within the region, (3) be under the program supervision of the Office of Career and Technology Education,
25 State Department of Education, and (4) adhere to an accountability and evaluation plan created by the Office of Career and
26 Technology Education, State Department of Education. The Office of Career and Technology Education, State Department of
27 Education, shall provide a report, in February of the current fiscal year to the Senate Finance Committee and the House Ways and
28 Means Committee on accomplishments of the Career Counseling Specialists. Of the funds appropriated in the prior fiscal year,
29 unexpended funds may be carried forward to the current fiscal year and expended for the same purposes.

30 **1A.6.** (SDE-EIA: CHE/Teacher Recruitment) Of the funds appropriated in Part IA, Section 1, VIII.F. for the Teacher
31 Recruitment Program, the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent to the Center
32 for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which
33 at least seventy-eight percent must be used for the Teaching Fellows Program specifically to provide scholarships for future teachers,
34 and of which twenty-two percent must be used for other aspects of the state teacher recruitment program, including the Teacher
35 Cadet Program and \$166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent

1 to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall
2 not be used for the operation of their established general education programs. Working with districts with an absolute rating of
3 At-Risk or Below Average, CERRA will provide shared initiatives to recruit and retain teachers to schools in these districts. CERRA
4 will report annually by October first to the Education Oversight Committee and the Department of Education on the success of the
5 recruitment and retention efforts in these schools. The South Carolina Commission on Higher Education shall ensure that all funds
6 are used to promote teacher recruitment on a statewide basis, shall ensure the continued coordination of efforts among the three
7 teacher recruitment projects, shall review the use of funds and shall have prior program and budget approval. The South Carolina
8 State University program, in consultation with the Commission on Higher Education, shall extend beyond the geographic area it
9 currently serves. Annually, the Commission on Higher Education shall evaluate the effectiveness of each of the teacher recruitment
10 projects and shall report its findings and its program and budget recommendations to the House and Senate Education Committees,
11 the State Board of Education and the Education Oversight Committee by October first annually, in a format agreed upon by the
12 Education Oversight Committee and the Department of Education.

13 With the funds appropriated CERRA shall also appoint and maintain the South Carolina Teacher Loan Advisory Committee. The
14 Committee shall be composed of one member representing each of the following: (1) Commission on Higher Education; (2) State
15 Board of Education; (3) Education Oversight Committee; (4) Center for Educator Recruitment, Retention, and Advancement; (5)
16 South Carolina Student Loan Corporation; (6) South Carolina Association of Student Financial Aid Administrators; (7) a local school
17 district human resources officer; (8) a public higher education institution with an approved teacher education program; and (9) a
18 private higher education institution with an approved teacher education program. The members of the committee representing the
19 public and private higher education institutions shall rotate among those institutions and shall serve a two-year term on the committee.
20 The committee must be staffed by CERRA, and shall meet at least twice annually. The committee's responsibilities are limited to:
21 (1) establishing goals for the Teacher Loan Program; (2) facilitating communication among the cooperating agencies; (3) advocating
22 for program participants; and (4) recommending policies and procedures necessary to promote and maintain the program.

23 **1A.7. (SDE-EIA: Disbursements / Other Entities)** Notwithstanding the provisions of Sections 2-7-66 and 11-3-50, South
24 Carolina Code of Laws, it is the intent of the General Assembly that funds appropriated in Part IA, Section 1, VIII.F. Other State
25 Agencies and Entities shall be disbursed on a quarterly basis by the Department of Revenue directly to the state agencies and entities
26 referenced except for the Teacher Loan Program, Centers of Excellence, the Education Oversight Committee and School Technology,
27 which shall receive their full appropriation at the start of the fiscal year from available revenue. The Comptroller General's Office
28 is authorized to make necessary appropriation reductions in Part IA, Section 1, VIII.F. to prevent duplicate appropriations. If the
29 Education Improvement Act appropriations in the agency and entity respective sections of the General Appropriations Act at the start
30 of the fiscal year do not agree with the appropriations in Part IA, Section 1, VIII.F. Other State Agencies and Entities, the "other
31 funds" appropriations in the respective agency and entity sections of the General Appropriations Act will be adjusted by the
32 Comptroller General's Office to conform to the appropriations in Part IA, Section 1, VIII.F. Other State Agencies and Entities.
33 Further, the Department of Revenue is directed to provide the full appropriation of the funding appropriated in Part IA, Section 1,
34 VIII.C.2. Teacher Supplies to the Department of Education at the start of the fiscal year from available revenue. The Department of

1 Revenue is also directed to provide the first quarter appropriation of the funding appropriated in Part IA, Section 1, VIII.H. Charter
2 School District to the Department of Education at the start of the fiscal year from available revenue.

3 **1A.8.** (SDE-EIA: Arts in Education) Funds appropriated in Part IA, Section 1, VIII.A.1. Arts Curricula shall be used to support
4 innovative practices in arts education curriculum, instruction, and assessment in the visual and performing arts including dance,
5 music, theatre, and visual arts which incorporates strengths from the Arts in Education sites. They shall also be used to support the
6 advancement of the implementation of the visual and performing arts academic standards. These funds shall be distributed to schools
7 and school districts under a competitive grants program; however, up to thirty-three percent of the total amount of the grant fund
8 shall be made available as “Aid to Other Agencies” to facilitate the funding of professional development arts institutes that have been
9 approved by the State Department of Education for South Carolina arts teachers, appropriate classroom teachers, and administrators.
10 Arts Curricular Grants funds may be retained and carried forward into the current fiscal year to be expended in accordance with the
11 proposed award.

12 **1A.9.** (SDE-EIA: Teacher Supplies) All certified and non-certified public school teachers identified in PCS, certified special
13 school classroom teachers, certified media specialists, certified guidance counselors, and career specialists who are employed by a
14 school district, a charter school, or lead teachers employed in a publically funded full day 4K classroom approved by the South
15 Carolina First Steps to School Readiness, as of November thirtieth of the current fiscal year, based on the public decision of the
16 school board may receive reimbursement of two hundred seventy-five dollars each school year to offset expenses incurred by them
17 for teaching supplies and materials. Funds shall be disbursed by the department to School districts by July fifteenth based on the last
18 reconciled Professional Certified Staff (PCS) listing from the previous year. With remaining funds for this program, any deviation
19 in the PCS and actual teacher count will be reconciled by December thirty-first or as soon as practicable thereafter. Based on the
20 public decision of the school district and no later than May fifteenth annually, the district shall notify all individuals entitled to receive
21 these funds the manner in which the funds will be dispersed. Funds may be disbursed to each teacher via check in a manner separate
22 and distinct from their payroll check on the first day teachers, by contract, are required to be in attendance at school for the current
23 contract year, or the funds may be disbursed to each teacher via direct deposit as long as the funds are handled in a manner to be
24 separate and distinct from their payroll check. This reimbursement shall not be considered by the state as taxable income. Special
25 schools include the Governor’s School for Science and Math, the Governor’s School for the Arts and Humanities, Wil Lou Gray
26 Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice, and
27 Palmetto Unified School District. Funds distributed to school districts or allocated to schools must not supplant existing supply
28 money paid to teachers from other sources. If a school district requires receipts for tax purposes the receipts may not be required
29 before December thirty-first. Districts that do not wish to require receipts may have teachers retain the receipts and certify for the
30 district they have received the allocation for purchase of teaching supplies and/or materials and that they have purchased or will
31 purchase supplies and/or materials during the fiscal year for the amount of the allocation. Districts shall not have an audit exception
32 related to non-retention of receipts in any instances where a similar instrument is utilized. Any district requiring receipts must notify
33 any teacher from whom receipts have not been submitted between November twenty-fifth and December sixth that receipts must be
34 submitted to the district. Districts may not add any additional requirement not listed herein related to this reimbursement.

Any classroom teacher, including a classroom teacher at a South Carolina private school, that is not eligible for the reimbursement allowed by this provision, may claim a refundable income tax credit on the teacher's 2019 tax return, provided that the return or any amended return claiming the credit is filed prior to the end of the fiscal year. The credit is equal to two hundred seventy-five dollars, or the amount the teacher expends on teacher supplies and materials, whichever is less. If any expenditures eligible for a credit are made after December thirty-first, the teacher may include the expenditures on his initial return or may file an amended 2019 return claiming the credit, so long as the return or amended return is filed in this fiscal year. The Department of Revenue may require whatever proof it deems necessary to implement the credit provided by this part of this provision. Any person receiving the reimbursement provided by this proviso is ineligible to take the income tax credit allowed by this proviso.

1A.10. (SDE-EIA: Teacher of the Year Awards) Of the funds provided herein for Teacher of the Year Awards, each district Teacher of the Year shall receive an award of \$1,000. In addition, the State Teacher of the Year shall receive an award of \$25,000, and each of the four Honor Roll Teachers of the Year will receive an award of \$10,000. To be eligible, districts must participate in the State Teacher of the Year Program sponsored by the State Department of Education. These awards shall not be subject to South Carolina income taxes.

1A.11. (SDE-EIA: EOC) The Education Oversight Committee may collect, retain and expend revenue from conference registration and fees; charges for materials supplied to local school districts or other entities not otherwise mandated to be provided by state law; and from other activities or functions sponsored by the committee including public awareness campaign activities. Any unexpended revenue from these sources may be carried forward into the current fiscal year and expended for the same purposes.

1A.12. (SDE-EIA: Technical Assistance) In order to best meet the needs of underperforming schools, funds appropriated for technical assistance must be used to provide intensive support to schools and districts with an absolute rating of below average or at-risk on the most recent annual school report card or with the lowest percentages of students meeting state standards on state assessments on the most recent state assessments or with the lowest high school graduation rates. The department will create a system of tiers of technical assistance for low-performing schools and districts that will receive technical assistance. The tiers will be determined by factors that include, but are not limited to, length of time performance of the school or district has been at-risk/below average, annual achievement ratings, annual growth ratings, school or district accreditation, and/or financial risk status. The tiers of technical assistance may include a per student allocation, placement of a principal mentor, transformation coach, instructional leader, replacement of the principal, reconstitution of a school, and declaration of a state of emergency. Low-performing schools and districts shall be placed within the tiered technical assistance framework not later than December fifteenth.

Low-performing schools shall receive a diagnostic review through the department. In addition, newly identified low-performing schools and districts must be reviewed by an External Review Team in the year of designation, and every third year thereafter. These reports shall be made available on the Department of Education's website; any information pertaining to personnel matters or containing personally identifiable information shall be exempted. Based upon the recommendations in the review(s), low-performing schools and districts must develop and submit to the Department of Education an updated school renewal or district strategic plan outlining goals for improvements. The amended plans must address specific strategies designed to increase student achievement and must include measures to evaluate the success of implementation of the plan.

1 With the funds appropriated to the Department of Education, and any experts placed in the school or district for technical assistance
2 services, the department will assist low-performing schools and districts in designing and implementing the strategies and
3 measurement identified in the amended plans and in brokering for technical assistance personnel as stipulated in the plan. In addition,
4 the department must monitor student academic achievement and progress on implementation and report their findings to the
5 Chairman of the Senate Finance Committee, the Chairman of the House Ways and Means Committee, the Chairman of the Senate
6 Education Committee, the Chairman of the House Education and Public Works Committee, the local legislative delegation, and the
7 Governor in the fall following the school or district designation as low-performing. If the school or school district does not provide
8 the evaluation information necessary to determine effective use, the principal of the school or the district superintendent may be
9 subject to receiving a public reprimand by the State Board of Education if it is determined that those individuals are responsible for
10 the failure to provide the required information.

11 Funds must be used by the department for implementation and delivery of technical assistance services. Using previous report
12 card data and monitoring reports on the status of implementation of the school renewal plan, the department shall identify priority
13 schools. Funds appropriated for technical assistance shall be used by the department to work with those schools identified as
14 low-performing and to support priority schools under the tiered system. These funds shall not be transferred to any other funding
15 category by the school district without prior approval of the State Superintendent of Education and funds are not subject to agency
16 flexibility provisions.

17 Reconstitution means the redesign or reorganization of the school, which may include the declaration that all positions in the
18 school are considered vacant. Certified staff currently employed in priority schools must undergo an evaluation in the spring
19 following the school's identification as a priority school and must meet determined goals to be rehired and continue their employment
20 at that school. Educators who were employed at a school that is being reconstituted prior to July 2009, and to whom the employment
21 and dismissal laws apply will not lose their rights in the reconstitution. If they are not rehired or are not assigned to another school
22 in the school district they have the opportunity for a hearing. However, employment and dismissal laws shall not apply to educators
23 who are employed in the district and assigned to the priority schools July 1, 2009, in the event of a reconstitution of the school in
24 which the educator is employed. Those rights are only suspended in the event of a reconstitution of the entire school staff.
25 Additionally, the rights and requirements of the employment and dismissal laws do not apply to educators who on July 1, 2009, were
26 on an induction or annual contract, that subsequently were offered continuing contract status after the effective date of this proviso,
27 and are employed at a school that is subject to reconstitution under this proviso.

28 The reconstitution of a school could take place if the school has been identified as a priority school that has failed to improve
29 satisfactorily. The decision to reconstitute a school shall be made by the State Superintendent of Education in consultation with the
30 principal the school board of trustees, and the district superintendent. The decision to reconstitute a school shall be made by April
31 first, at which time notice shall be given to all employees of the school. The department, in consultation with the district
32 superintendent, shall develop a staffing plan and a budget for each reconstituted school.

33 The State Superintendent of Education may declare a state of emergency in a district if the accreditation status is probation or
34 denied, if a majority of the schools fail to show improvement, if the district is classified as being in "high risk" status financially, or
35 for financial mismanagement resulting in a deficit. The State Superintendent of Education may declare a state of emergency in a

1 school if the accreditation status is probation or denied, or if the school fails to show improvement. Upon declaration of a state of
2 emergency, the Superintendent may take over management of the school or district. Management of the school or district may
3 include direct management, consolidation with another district, charter management, public/private management, or contracting with
4 an educational management organization or another school district.

5 **1A.13.** (SDE-EIA: Proviso Allocations) In the event an official EIA revenue shortfall is declared by the Board of Economic
6 Advisors, the Department of Education may reduce any allocation in Section 1A specifically designated by proviso in accordance
7 with the lower Board of Economic Advisors revenue estimate as directed by the Executive Budget Office. No allocation for teacher
8 salaries shall be reduced as a result of this proviso.

9 **1A.14.** (SDE-EIA: School Districts and Special Schools Flexibility) All school districts and special schools of this State may
10 transfer and expend funds among appropriated state general fund revenues, Education Improvement Act funds, and Education Lottery
11 Act funds, and funds received from the Children's Education Endowment Fund for school facilities and fixed equipment assistance,
12 to ensure the delivery of academic and arts instruction to students. However, a school district may not transfer funds allocated
13 specifically for state level maintenance of effort requirements under IDEA, funds allocated specifically for state level maintenance
14 of effort requirement for federal program, funds provided for the Education and Economic Development Act, funds provided for
15 Career and Technology Education, nor funds required for debt service or bonded indebtedness. All school districts must report the
16 student teacher ratio for every classroom to the Department of Education at the ninety and one hundred and eighty day mark. The
17 department shall report this information to the General Assembly.

18 In order for a school district to take advantage of the flexibility provisions, at least seventy-five percent of the school district's per
19 pupil expenditures must be utilized within the In\$ite categories of instruction, instructional support, and only transportation, food
20 service, and safety within non-instruction pupil services. No portion of the seventy-five percent may be used for facilities, business
21 services, debt service, capital outlay, program management, and leadership services, as defined by In\$ite. The school district shall
22 report to the Department of Education the actual percentage of its per pupil expenditures used for classroom instruction, instructional
23 support, and transportation, food service, and safety within non-instruction pupil services for the current school year ending June
24 thirtieth. Salaries of on-site principals must be included in the calculation of the district's per pupil expenditures.

25 "In\$ite" means the financial analysis model for education programs utilized by the Department of Education.

26 School districts are encouraged to reduce expenditures by means, including, but not limited to, limiting the number of low
27 enrollment courses, reducing travel for the staff and the school district's board, reducing and limiting activities requiring dues and
28 memberships, reducing transportation costs for extracurricular and academic competitions, restructuring administrative staffing, and
29 expanding virtual instruction.

30 School districts and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal year.

31 Prior to implementing the flexibility authorized herein, school districts must provide to Public Charter Schools the per pupil
32 allocation due to them for each categorical program.

33 Quarterly throughout the current fiscal year, the chairman of each school district's board and the superintendent of each school
34 district must certify where non-instructional or nonessential programs have been suspended and the specific flexibility actions taken.
35 The certification must be in writing, signed by the chairman and the superintendent, delivered electronically to the State

1 Superintendent of Education, and an electronic copy forwarded to the Chairman of the Senate Finance Committee, the Chairman of
2 the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the House Education
3 and Public Works Committee. Additionally, the certification must be presented publicly at a regularly called school board meeting,
4 and the certification must be conspicuously posted on the internet website maintained by the school district.

5 For the current fiscal year, Section 59-21-1030 is suspended. The foreign language program assessment, and the physical
6 education assessment must be suspended. School districts and the Department of Education are granted permission to purchase the
7 most economical type of bus fuel.

8 For the current fiscal year, savings generated from the suspension of the assessments enumerated above must be allocated to school
9 districts based on weighted pupil units.

10 School districts must maintain a transaction register that includes a complete record of all funds expended over one hundred dollars,
11 from whatever source, for whatever purpose. The register must be prominently posted on the district's internet website and made
12 available for public viewing and downloading. The register must include for each expenditure:

13 (i) the transaction amount;

14 (ii) the name of the payee; and

15 (iii) a statement providing a detailed description of the expenditure.

16 The register must not include an entry for salary, wages, or other compensation paid to individual employees. The register must
17 not include any information that can be used to identify an individual employee. The register must be accompanied by a complete
18 explanation of any codes or acronyms used to identify a payee or an expenditure. The register must be searchable and updated at
19 least once a month.

20 Each school district must also maintain on its internet website a copy of each monthly statement for all of the credit cards
21 maintained by the entity, including credit cards issued to its officers or employees for official use. The credit card number on each
22 statement must be redacted prior to posting on the internet website. Each credit card statement must be posted not later than the
23 thirtieth day after the first date that any portion of the balance due as shown on the statement is paid.

24 The Comptroller General must establish and maintain a website to contain the information required by this section from a school
25 district that does not maintain its own internet website. The internet website must be organized so that the public can differentiate
26 between the school districts and search for the information they are seeking.

27 The provisions contained herein do not amend, suspend, supersede, replace, revoke, restrict, or otherwise affect Chapter 4, Title
28 30, of the South Carolina Freedom of Information Act. Nothing in this proviso shall be interpreted as prohibiting the State Board of
29 Education to exercise its authority to grant waivers under Regulation 43-261.

30 **1A.15.** (SDE-EIA: Teacher Salary Supplement) The department is directed to carry forward prior year unobligated teacher salary
31 supplement and related employer contribution funds into the current fiscal year to be used for the same purpose. Any unexpended
32 funds in teacher salary supplement may be used to fund shortfalls in the associated employer contribution funding in the current
33 fiscal year.

34 **1A.16.** (SDE-EIA: Dropout Prevention and High Schools That Work Programs) The Department of Education must report
35 annually by December first, to the Governor, the Chairman of the Senate Finance Committee, the Chairman of the House Ways and

Means Committee, the Chairman of the Senate Education Committee, and the Chairman of the House Education and Public Works Committee on the effectiveness of dropout prevention programs funded by the Education and Economic Development Act and on the High Schools that Work Programs' progress and effectiveness in providing a better prepared workforce and student success in post-secondary education. The department, school districts, and special schools may carry forward unexpended funds from the prior fiscal year into the current fiscal that were allocated for High Schools That Work.

1A.17. (SDE-EIA: Assessment) The department is authorized to carry forward into the current fiscal year, prior year state assessment funds for the same purpose. Reimbursements shall resume in the current fiscal year for PSAT, pre-ACT or 10th grade Aspire.

1A.18. (SDE-EIA: Report Card Information) The percentage each school district expended on classroom instruction as defined by the Department of Education's InSite classification for "Instruction" must be printed on the Annual School and District Report Card.

1A.19. (SDE-EIA: Core Curriculum Materials) The funds appropriated in Part IA, Section 1, VIII.A.3 for instructional materials for core curriculum shall be expended consistent with the requirements of Section 59-31-600 of the 1976 Code requiring the development of higher order thinking skills and critical thinking which should be integrated throughout the core curriculum instructional materials. Furthermore, the evaluation criteria used to select instructional materials with funds appropriated in Part IA, Section 1, VIII.A.3 shall include a weight of up to ten percent of the overall criteria to the development of higher order thinking skills and critical thinking.

1A.20. (SDE-EIA: Certified Staff Technology Proficiency) To ensure the effective and efficient use of the funding provided by the General Assembly in Part IA, Section 1 VIII.D. for school technology in the classroom and internet access, the State Department of Education shall approve district technology plans that specifically address and incorporate certified staff technology competency standards and local school districts must require certified staff to demonstrate proficiency in these standards as part of each certified staff's Professional Development plan. District adopted technology proficiency standards and plans should be, at minimum, aligned to the International Society for Technology in Education (ISTE) teacher standards. Evidence that districts are meeting the requirement is a prerequisite to expenditure of a district's technology funds.

1A.21. (SDE-EIA: Accountability Program Implementation) To support implementation of the accountability program, the Education Oversight Committee may carry forward unexpended Education Accountability Act funds authorized specifically for the administration of the Education Oversight Committee. For the current fiscal year the Education Oversight Committee may carry forward prior year EIA South Carolina Community Block Grants for Education Pilot Program funds not awarded by the grant committee. These funds must be used for an independent common evaluation of each awarded grant to ensure high quality programs that maximize a return on the state's investment.

1A.22. (SDE-EIA: 4K Targeting) EIA funds allocated for the provision of four-year-old kindergarten shall be utilized for the provision of services to age-eligible children in poverty, as defined in Proviso 1.3 of this Act. Children with developmental delays documented through state approved screening assessments or children with medically documented disabilities who do not already qualify for special need services should also be considered for enrollment. In the event that more students seek to enroll than available

1 space permits, districts shall prioritize students (at the time of acceptance) on the basis of family income expressed as a percentage
2 of the federal poverty guidelines, with the lowest family incomes given the highest enrollment priority.

3 **1A.23.** (SDE-EIA: Reading) The funds allocated to the Department of Education for reading shall be used to provide districts
4 with research-based strategies and professional development and to work directly with schools and districts to assist with
5 implementation of research-based strategies. When providing professional development the department and school districts must
6 use the most cost effective method and when able utilize ETV to provide such services throughout the state. The department shall
7 establish measurements for monitoring impact on student achievement.

8 **1A.24.** (SDE-EIA: Students at Risk of School Failure) For the current fiscal year, EIA funds appropriated for students at academic
9 risk of school failure, must be allocated to school districts based upon two factors: (1) poverty as determined for the poverty add on
10 weight in Proviso 1.3; and (2) the number of weighted pupil units identified in the prior fiscal year as in need of academic assistance.
11 At least eighty-five percent of the funds must be spent on instruction and instructional support for students at academic risk.
12 Instructional support may include family literacy and parenting programs to students at-risk for school failure and their families.
13 Students at academic risk are defined as students who are not meeting grade level standards in English language arts/reading and
14 mathematics as evidenced by summative state assessments in grades three through eight or students who are not on track to meeting
15 or exceeding English language arts/reading or mathematics standards by the end of third grade. Public charter schools, the Palmetto
16 Unified School District, and the Department of Juvenile Justice must also receive a proportionate per pupil allocation based on the
17 number of students at academic risk of school failure served.

18 **1A.25.** (SDE-EIA: Professional Development) Of the funds appropriated for professional development, up to \$500,000 may be
19 expended for gifted and talented teacher endorsement and certification activities. The Department of Education must provide
20 professional development on assessing student mastery of the content standards through classroom, formative and end-of-year
21 assessments. The Department of Education also must post on the agency's website the South Carolina Professional Development
22 Standards and provide training through telecommunication methods to school leadership on the professional development standards.
23 The department is authorized to carry forward and expend professional development funds for the same purpose.

24 **1A.26.** (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams) Funds
25 appropriated and/or authorized for assessment shall be used for assessments to determine eligibility of students for gifted and talented
26 programs and for the cost of Advanced Placement, International Baccalaureate, and Cambridge International exams.

27 **1A.27.** (SDE-EIA: Adult Education) A minimum of thirty percent of the funds appropriated for adult education must be allocated
28 to school districts to serve adult education students between the ages of seventeen and twenty-one who are enrolled in programs
29 leading to a state high school diploma, state high school equivalency diploma (GED), or career readiness certificate. The remaining
30 funds will be allocated to districts based on a formula which includes factors such as target populations without a high school
31 credential, program enrollment the previous school year, number of students making an educational gain the previous school year,
32 and performance factors such as number of high school credentials and career readiness certificates awarded the previous school
33 year. Overall levels of state funding must meet the federal requirement of state maintenance of effort. Each school district must
34 collect information from both the student and the school including why the student has enrolled in Adult Education and whether or
35 not the student is pursuing a GED or Diploma. The school district must then provide a quarterly report to the Department of Education

1 and must include the unique student identifier. The department, in turn, will provide summary information to the House Ways and
2 Means Committee, the House Education and Public Works Committee, the Senate Finance Committee and the Senate Education
3 Committee on the information. Up to a maximum of \$300,000, of funds may be used to establish an initiative by which qualifying
4 adult education students may qualify for a free high school equivalency test. The Department of Education shall establish guidelines
5 for the free high school equivalency testing initiative.

6 **1A.28.** (SDE-EIA: Clemson Agriculture Education Teachers) The funds appropriated in Part IA, Section VIII.F. for Clemson
7 Agriculture Education Teachers must be transferred to Clemson University PSA to fund summer employment of agriculture teachers
8 and to cover state-mandated salary increases on that portion of the agriculture teachers' salaries attributable to summer employment.
9 If sufficient funds remain, Clemson University PSA may utilize such funds for a Regional Coordinator.

10 **1A.29.** (SDE-EIA: Full-Day 4K) Eligible students residing in a school district that met the poverty level for participation in the
11 prior school year are eligible to participate in the South Carolina Early Reading Development and Education Program in the current
12 school year. Public and private providers shall be funded for instructional costs at a rate of \$4,600 per student enrolled. Eligible
13 students enrolling during the school year or withdrawing during the school year shall be funded on a pro rata basis determined by
14 the length of their enrollment. Private providers transporting eligible children to and from school shall also be eligible for a
15 reimbursement of \$574 per eligible child transported. All providers who are reimbursed are required to retain records as required by
16 their fiscal agent. New providers participating for the first time in the current fiscal year and enrolling between one and six eligible
17 children shall be eligible to receive up to \$1,000 per child in materials and equipment funding, with providers enrolling seven or
18 more such children eligible for funding not to exceed \$10,000. Providers receiving equipment funding are expected to participate in
19 the program and provide high-quality, center-based programs as defined herein for a minimum of three years. Failure to participate
20 for three years will require the provider to return a portion of the equipment allocation at a level determined by the Department of
21 Education and the Office of First Steps to School Readiness. Funding to providers is contingent upon receipt of data as requested
22 by the Department of Education and the Office of First Steps. The Department of Education shall only provide funding for public
23 school students whose complete records have been entered into PowerSchool based on the one hundred and thirty-five day student
24 average daily membership.

25 Annually, the Department of Education is directed to audit the annual allocations to public providers to ensure that allocations are
26 accurate and aligned to the appropriate pro rata per student allocation, materials, and equipment funding. In the event the department,
27 during the audit process determines that the annual allocations of the prior fiscal year are not accurate, the department must adjust
28 the allocations for the current fiscal year to account for the audit findings. The department must provide the results of the annual
29 audit findings to the General Assembly no later than December first. Likewise, in the event the Office of First Steps determines that
30 the annual allocations of the prior fiscal year to private providers are not accurate, the Office of First Steps must adjust the allocations
31 for the current fiscal year to account for the findings.

32 Of the funds appropriated, \$300,000 shall be allocated to the Education Oversight Committee to conduct an annual evaluation of
33 the South Carolina Child Development Education Pilot Program and to issue findings in a report to the General Assembly by January
34 fifteenth of each year. To aid in this evaluation, the Education Oversight Committee shall determine the data necessary and both
35 public and private providers are required to submit the necessary data as a condition of continued participation in and funding of the

1 program. This data shall include developmentally appropriate measures of student progress. Additionally, the Department of
2 Education shall issue a unique student identifier for each child receiving services from a private provider. The Department of
3 Education shall be responsible for the collection and maintenance of data on the public state funded full day and half-day
4 four-year-old kindergarten programs. The Office of First Steps to School Readiness shall be responsible for the collection and
5 maintenance of data on the state funded programs provided through private providers. The Education Oversight Committee shall
6 use this data and all other collected and maintained data necessary to conduct a research based review of the program's
7 implementation and assessment of student success in the early elementary grades along with information, recommendations, and a
8 timeline for how the state can increase the number of students served in high-quality programs.

9 **1A.30.** (SDE-EIA: Aid to Districts) Funds appropriated in Part IA, Section 1, VIII.A.1. Aid to Districts shall be dispersed monthly
10 to school districts. For the current fiscal year, the remaining funds shall be allocated to districts based on the number of weighted
11 pupil units.

12 **1A.31.** (SDE-EIA: Centers of Excellence) Of the funds appropriated for Centers of Excellence, \$350,000 must be allocated to the
13 Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for
14 individuals who teach children of poverty through weekend college, nontraditional or alternative learning opportunities.

15 **1A.32.** (SDE-EIA: IDEA Maintenance of Effort) Prior to the dispersal of funds appropriated in Section VIII.A.1. Aid to Districts
16 according to Proviso 1A.30 for the current fiscal year, in the event that there is a reduction in state funds or there are changes in the
17 Education Finance Act/Base Student Cost formula that would reduce support for children with disabilities, the Department of
18 Education is authorized to utilize funds appropriated in Section VIII.A.1. Aid to Districts to ensure maintenance of state financial
19 support for the IDEA. The department shall distribute these funds using the current fiscal year one hundred thirty-five day Average
20 Daily Membership or as directed by the United States Department of Education. Funds provided for these purposes may not be
21 transferred to any other purpose and therefore are not subject to flexibility. For continued compliance with the federal maintenance
22 of state financial support requirements of the IDEA, funding for children with disabilities must, to the extent practicable, be held
23 harmless to budget cuts or reductions to the extent those funds are required to meet federal maintenance of state financial support
24 requirements under the IDEA. In the event cuts to funds that are needed to maintain fiscal effort are necessary, when administering
25 such cuts, the department must not reduce funding to support children with disabilities who qualify for services under the IDEA in a
26 manner that is disproportionate to the level of overall reduction to state programs in general. By December first, the department
27 must submit an estimate of the IDEA maintenance of state financial support requirement to the General Assembly and the Governor.
28 For the current fiscal year, the department may carry forward IDEA Maintenance of Effort funds from the prior fiscal year and
29 expend them in the same manner.

30 **1A.33.** (SDE-EIA: Career Cluster Industry Partnerships) From the funds appropriated to the Department of Education, \$800,000
31 must be provided as direct grants to the private sector statewide trade association or educational foundation providing nationally
32 certified programs in career and technology education representing the automotive, construction, engineering, healthcare, mechanical
33 contracting/construction, and hospitality tourism career clusters. Organizations applying for a grant must do so by July thirty-first
34 and the Department of Education must award a minimum of one grant of at least \$150,000 in at least four of these specified career
35 clusters to be used exclusively for career and technology education. The recipient industry organization must conduct end-of-course

1 exams graded by a national industry organization and must include in their grant request how the money will be spent in direct
2 support of students to further industry-specific career technology education; a description and history of their program nationally and
3 within South Carolina; estimates of future employment growth in their industry; and the national scope of their program. By August
4 first of the following year, the organization must submit to the department a report detailing how the grant increased
5 industry/employer awareness; the number of increased schools using the industry-based curriculum and partnered with the industry
6 organization; the increased number of students in the program; and an overview and analysis of the organization's statewide student
7 competition. The grant must be used for career awareness programs for that industry cluster; statewide student competitions leading
8 to national competitions; teacher development and training; post-secondary scholarships in industry-specific degree programs;
9 student recruitment into that career cluster programs; programs to educate middle and high school Career or Guidance Counselors
10 about the industry; service to disadvantaged youth; and administering business/employer awareness and partnerships which help lead
11 to experience-based, career-oriented experiences including internships, apprenticeships, mentoring, co-op education and service
12 learning. The Office of Career and Technology Education of the department will develop goals with each career cluster on the
13 number of new schools using the industry-based curriculum and partnered with that career cluster organization. These funds may
14 not be used to supplant or replace, in whole or in part, other existing resources/assets sourced outside the present grant being used to
15 provide the same services or programs. Organizations may carry-over grants for up to three years when a large project is identified
16 in the grant application to be used at a future date; otherwise excess funds must be returned to the state. Organizations awarded must
17 submit a semi-annual programmatic and financial report on the last day of December in addition to the final report due August first
18 that has been audited by a third party accounting firm.

19 **1A.34.** (SDE-EIA: Partnerships/Other Agencies & Entities) For the current fiscal year, agencies and other entities receiving funds
20 appropriated in Part IA, Section 1, VIII. F. will continue to report annually to the Education Oversight Committee (EOC). Any entity
21 receiving funds that must flow through a state agency will receive those funds through the EOC, unless requested in writing by the
22 entity to match federal or other funds. The EOC will make funding recommendations to the Governor and General Assembly as part
23 of the agency's annual budget request.

24 **1A.35.** (SDE-EIA: ETV Teacher Training/Support) Of the funds appropriated in Part IA, Section 1, VIII.F. South Carolina
25 Educational Television must provide training and technical support on the educational resources available to teachers and school
26 districts.

27 **1A.36.** (SDE-EIA: Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the
28 average teachers' salaries of the southeastern states as projected by the Revenue and Fiscal Affairs Office. For the current school
29 year the Southeastern average teacher salary is projected to be \$52,830. The General Assembly remains desirous of raising the
30 average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the
31 national average teacher salary.

32 Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all
33 eligible certified teachers employed by the district by no less than one year of experience credit using the district salary schedule
34 utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible

1 certified teachers. For Fiscal Year 2019-20, the requirement that school districts maintain local salary supplements per teacher no
2 less than their prior fiscal year level is suspended if additional State funds fill the gap.

3 Funds allocated by Proviso 1.3 for implementing a revised state minimum salary schedule. for Teacher Salaries must be used to
4 increase salaries of those teachers eligible pursuant to Section 59-20-50(4)(b), to include classroom teachers, librarians, guidance
5 counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and
6 audiologists in the school districts of the state by not less than four percent. Districts must use the district salary schedule utilized
7 the prior fiscal year as the basis for providing the increase.

8 For purposes of this provision teachers shall be defined by the Department of Education using the Professional Certified Staff
9 (PCS) System.

10 **1A.37.** (SDE-EIA: PowerSchool Dropout Recovery Data) With the funds appropriated to the Department of Education for
11 PowerSchool and data collection, the department will begin in the current fiscal year to collect data from schools and school districts
12 on the number of students who had previously dropped out of school and who reenrolled in a public school or adult education to
13 pursue a high school diploma. The Education Oversight Committee working with the Department of Education will determine how
14 to calculate a dropout recovery rate that will be reflected on the annual school and district report cards. The department may carry
15 forward and expend the funds for the same purpose.

16 **1A.38.** (SDE-EIA: Assisting, Developing and Evaluating Professional Teaching -ADEPT) With funds appropriated in the current
17 fiscal year, the Department of Education, school districts, the Department of Juvenile Justice and special schools of the state may
18 continue implementation of the ADEPT program. Governing boards of public institutions of higher education may provide by policy
19 or regulation for a tuition waiver for the tuition for one three-hour course at that institution for those public school teachers who serve
20 as supervisors for full-time students completing education degree requirements. Unexpended funds appropriated for this purpose
21 may be carried forward from the prior fiscal year into the current fiscal year and expended for the same purposes.

22 **1A.39.** (SDE-EIA: Educational Partnerships) The funds provided to the Center for Educational Partnerships at the College of
23 Education at the University of South Carolina will be used to create a consortium of educational initiatives and services to schools
24 and communities. These initiatives will include, but are not limited to, professional development in writing, geography and other
25 content areas; training; research; advocacy; and practical consultancy. The Center will establish collaborative educational enterprises
26 with schools, school districts, parents, communities, and businesses while fulfilling the responsibilities of the School Improvement
27 Council Assistance. The Center will focus on connecting the educational needs and goals of communities to improve efficiency and
28 effectiveness.

29 **1A.40.** (SDE-EIA: STEM Centers SC) All EIA-funded entities that provide professional development and science programming
30 to teachers and students should be included in the state's science, technology, engineering and mathematics education strategic plan.

31 **1A.41.** (SDE-EIA: EOC Partnerships for Innovation) Of the funds appropriated or carried forward from the prior fiscal year, the
32 Education Oversight Committee is directed to participate in public-private partnerships to promote innovative ways to transform the
33 assessment of public education in South Carolina that support increased student achievement in reading and college and career
34 readiness. The Education Oversight Committee may provide financial support to districts and to public-private partnerships for
35 planning and support to implement, sustain and evaluate the innovation and to develop a matrix and measurements of student

1 academic success based on evidence-based models. These funds may also be used to support the innovative delivery of science,
2 technology, and genetic education and exposure to career opportunities in science, including mobile science laboratory programs, to
3 students enrolled in the Abbeville equity school districts and students in high poverty schools. These funds may also focus on
4 creating public-private literacy partnerships utilizing a 2:1 matching funds provision when the initiative employs research-based
5 methods, has demonstrated success in increasing reading proficiency of struggling readers, and works directly with high poverty
6 schools and districts. The committee will work to expand the engagement of stakeholders including state agencies and boards like
7 the Educational Television Commission, businesses, and higher education institutions. The committee shall annually report to the
8 General Assembly on the measurement results.

9 **1A.42.** (SDE-EIA: Aid to Districts Draw Down) For the current fiscal year, in order to draw down funds appropriated in Part IA,
10 Section 1, VIII.A.1, Aid to Districts, school districts, Palmetto Unified District and the Department of Juvenile Justice must work
11 with local law enforcement agencies, and when necessary, state law enforcement agencies in order to ensure that the district has an
12 updated school safety plan in place. The safety plan must include safety directives in the classroom, a safe student and staff exit
13 strategy and necessary safety staff. Notice of completion of the updated plan must be submitted to the Department of Education no
14 later than September first, of the current fiscal year. In the current fiscal year, school districts may continue to negotiate with local
15 law enforcement for the provision of School Resource Officers. The department must report to the Chairman of the House Ways
16 and Means Committee, the Chairman of the House Education and Public Works Committee, the Chairman of the Senate Finance
17 Committee and the Chairman of the Senate Education Committee by September thirtieth, of the current fiscal year, on any districts
18 that failed to submit an updated plan.

19 **1A.43.** (SDE-EIA: Education and Economic Development Act Carry Forward) Funds provided for the Education and Economic
20 Development Act may be carried forward into the current fiscal year to be expended for the same purposes by the department, school
21 districts, and special schools.

22 **1A.44.** (SDE-EIA: EEDA Regional Education Centers) Funds appropriated from the EEDA for Regional Education Centers must
23 not be less than \$108,500.

24 **1A.45.** (SDE-EIA: Teach for America SC) Because Teach For America SC receives EIA funds in the current fiscal year, school
25 districts that partner with Teach For America SC are required to provide to Teach For America SC by September first annually,
26 information on the prior year's academic achievement of students who were directly taught by Teach For America corps members.
27 The information must be in a format that protects the identity of individual students and must include state assessment data as
28 appropriate.

29 **1A.46.** (SDE-EIA: EOC-South Carolina Autism Society) Of the funds appropriated in Section 1A, VIII.F. Partnerships, Education
30 Oversight Committee (A85), \$500,000 must be transferred in quarterly installments from the Education Oversight Committee to the
31 South Carolina Autism Society for the Autism Parent-School Partnership Program. Beginning October 10, 2015, the South Carolina
32 Autism Society shall provide a quarterly accounting report to the Chairman of the Senate Finance Committee, the Chairman of the
33 House Ways and Means Committee and the Education Oversight Committee.

34 **1A.47.** (SDE-EIA: CHE/CERRA) The Center for Educator Recruitment, Retention and Advancement (CERRA) must complete
35 periodic evaluations of the institutions currently hosting a Teaching Fellows (TF) program and ensure that the TF programs at the

1 current host institutions continue to meet the requirements for a TF program as set forth by the CERRA Board of Directors. Further,
2 CERRA will continue implementing a long-range plan for approving additional TF programs at other public, four-year institutions
3 who wish to be considered to host a TF program, provided the proposed programs meet the requirements set forth by the CERRA
4 Board of Directors. CERRA will publish TF program criteria and requirements prominently on its website. Any institution who
5 applies but is not selected to host a TF program will be informed in writing of the basis for the selection decision and be offered
6 technical support if the institution elects to reapply. Any institution that applies but is not selected to host a TF program may appeal
7 to the Commission on Higher Education.

8 **1A.48.** (SDE-EIA: Public Charter Pupil Counts) With funds appropriated to charter schools sponsored by either the South Carolina
9 Public Charter School District or a registered Institution of Higher Education, the sponsor must require each charter school to submit
10 a student attendance report for the 5th, 45th, 90th and 135th days. Reporting requirements shall include both Average Daily Membership
11 and Weighted Pupil Unit membership. The South Carolina Public Charter School District or a registered Institution of Higher
12 Education shall then provide the data for each charter school to the Department of Education. Quarterly, the department will submit
13 the information to the House Ways and Means Committee, the House Education and Public Works Committee, the Senate Finance
14 Committee and the Senate Education Committee.

15 The South Carolina Public Charter School District or a registered Institution of Higher Education must also require each virtual
16 charter school to collect the following information: (1) the reason or reasons why each student enrolled in the virtual charter school
17 district from both the parent(s) and the referring school district; and (2) the reason or reasons why a student withdrew from the virtual
18 charter school district. This data must be provided to the Department of Education quarterly and must include the unique student
19 identifier. The department, in turn, will provide summary information to the House Ways and Means Committee, the House
20 Education and Public Works Committee, the Senate Finance Committee and the Senate Education Committee on the enrollment and
21 withdrawal information on June 30th of the current fiscal year.

22 **1A.49.** (SDE-EIA: South Carolina Public Charter School Funding) The funds appropriated in Part IA, Section VIII.H.- South
23 Carolina Public Charter School Statewide Sponsor must be allocated in the following manner to students at charter schools within
24 the South Carolina Public Charter School District or within a registered Institution of Higher Education: Pupils enrolled in virtual
25 charter schools sponsored by the South Carolina Public Charter School District or a registered Institution of Higher Education shall
26 receive \$1,900 per weighted pupil and pupils enrolled in brick and mortar charter schools sponsored by the South Carolina Public
27 Charter School District or a registered Institution of Higher Education shall receive \$3,600 per weighted pupil. Three and four year
28 old students with a disability, who are eligible for services under IDEA and enrolled in brick and mortar charter schools sponsored
29 by the South Carolina Public Charter School District or registered IHE, shall receive \$3,600 per student for brick and mortar charter
30 schools. Three and four year old students with a disability, who are eligible for serves under IDEA and enrolled in charter schools
31 sponsored by the South Carolina Public Charter School District or a registered IHE, shall be included in student counts for the South
32 Carolina Public Charter School District and registered IHE's solely for purposes of funding under this proviso. Any unexpended
33 funds, not to exceed ten percent of the prior year appropriation, must be carried forward from the prior fiscal year and expended for
34 the same purpose. Any unexpended funds exceeding ten percent of the prior year appropriation must be transferred to the Charter
35 School Facility Revolving Loan Program established in Section 59-40-175. For Fiscal Year 2019-20, the timelines set forth for

1 ruling on charter school applications are extended for sixty calendar days for all applications submitted to the South Carolina Public
2 Charter School District if the district determines that an applicant should be permitted to amend its application to meet the
3 requirements of Section 59-40-60 and Section 59-40-70, of the 1976 Code, based on an applicant's proposal to address an existing
4 achievement gap utilizing an evidence-based educational program in an underserved geographical area of the state including, but not
5 limited to, charter schools proposed to be located in any school district that is a plaintiff in the Abbeville law suit. The South Carolina
6 Public Charter School District shall report to the Senate Finance Committee and the House Ways and Means Committee on the
7 outcomes of this extended time for a hearing at the end of the application cycle.

8 In addition, from the EIA funds appropriated in and carried forward from Act 97 of 2017, the Department of Education shall
9 distribute to the South Carolina Public Charter School District, an amount equal to \$3,600 per pupil for three and four year old
10 students with a disability, who were eligible for services under IDEA and who were enrolled in brick and mortar charter schools
11 sponsored by the district or registered institution of higher education during the 2017-2018 School Year and for whom EIA funding
12 previously was not provided. The district shall distribute the funds on a per pupil basis to the charter schools which provided the
13 IDEA services and shall not retain any portion thereof. The schools shall submit documentation of the student count to both the
14 district and the department before the funds are dispersed.

15 The Education Oversight Committee shall issue a report to the General Assembly recommending one or more funding systems for
16 charter schools using such indicators as graduation rate and academic achievement data. At a minimum the report will break out
17 graduation and achievement data by school. Any charter school receiving funding pursuant to this proviso must send the required
18 information to the Education Oversight Committee by October 1 and the Education Oversight Committee shall issue its report to the
19 General Assembly by June 1. Any school failing to report this information to the Education Oversight Committee shall have one
20 percent of the funds received pursuant to this proviso withheld until they become compliant with the data submission requirements.

21 **1A.50.** (SDE-EIA: CDEPP Student Information and Reporting) For the current fiscal year, the Department of Education and the
22 Office of First Steps to School Readiness must acquire unique student identifiers or SUNS numbers for each student enrolled in the
23 CDEPP program no later than the 45th day and must provide a report of such to the House Ways and Means Committee, the House
24 Education Committee, the Senate Finance Committee, the Senate Education Committee and the Education Oversight Committee by
25 November thirtieth. The Department of Education and the Office of First Steps to School Readiness must provide any information
26 required by the Education Oversight Committee for the annual CDEPP report no later than November thirtieth.

27 **1A.51.** (SDE-EIA: Rural Teacher Recruiting Incentive) (A) There is created a program within the South Carolina Center for
28 Educator Recruitment, Retention, and Advancement (CERRA) to recruit and retain classroom educators in rural and underserved
29 districts experiencing excessive turnover of classroom teachers on an annual basis.

30 (B) During the current fiscal year CERRA shall publish eligibility requirements and applications for individual educators, school
31 districts, and institutions of higher education not inconsistent with existing licensure requirements for each, but also including:

32 (1) Eligible districts identified by CERRA as experiencing greater than eleven percent average annual teacher turnover, as
33 reported on the districts' five most recent district report cards issued by the South Carolina Department of Education and are not one
34 of the fifteen wealthiest districts based on the index of taxpaying ability, may make application to participate in the program.

1 (2) Individuals eligible for incentives shall be willing to provide instructional services in an eligible district in exchange for
2 participation in an incentive detailed in item (C) of this section, pursuant to the obligations and restrictions stated for each.

3 (3) Institutions of higher education eligible to receive education funding as a component of recruiting incentives created
4 pursuant to item (C) of this section shall not be excluded from participation in Teaching Fellows Program.

5 (4) Any incentives requiring individuals to relocate into an eligible district to provide instructional services shall not be
6 made available to individuals providing instructional services in other eligible districts.

7 (C) Pursuant to item (A), CERRA shall develop a set of incentives including, but not limited to, salary supplements, education
8 subsidies, loan forgiveness, professional development, and mentorship to be provided to classroom educators that offer instructional
9 services in eligible districts and shall provide incentive options for eligible individuals at all stages of their careers, including
10 high-school and college or university students interested in entering the teaching profession and including individuals entering the
11 field through an alternative certification pathway to include, but not limited to, PACE, ABCTE, Teach for American and CATE
12 Work-Based Certification.

13 At a minimum, the incentives shall include:

14 (1) Development of a program for forgiveness of undergraduate student loans, not to exceed \$5,000 per year, for up to 7
15 years, for teachers participating in this incentive that achieve certification through an alternative pathway or who have a loan from
16 an institution other than the South Carolina Student Loan Corporation or program other than the South Carolina Teachers Loan
17 Program.

18 (2) Development of a forgivable loan program for individuals pursuing graduate coursework in furtherance of a teaching
19 career, including enrollment in graduate-level coursework necessary to seek additional credentialing or certification relevant to the
20 participant's teaching practice, or individuals seeking an alternative pathway to certification as a teacher.

21 (3) Support for the establishment and maintenance of a teaching mentorship program, including salary supplements for
22 teaching mentors not to exceed \$2,500 per year.

23 (4) Other technical support and recruiting incentives as developed by CERRA in conjunction with the Department of
24 Education and the Education Oversight Committee consistent with the objectives of this section.

25 (D) In addition to eligibility and application requirements, CERRA shall develop a process for recovering an amount equal to the
26 incentives given to individual participants who fail to comply with the obligations associated with a relevant incentive in which they
27 participate including, but not limited to, failure to complete a prescribed course of study, failure to obtain a relevant certification or
28 licensure upon completion of a course of study, or failure to provide instructional services in an eligible district for a prescribed
29 period of time.

30 (E) CERRA shall report by July thirty-first of the current fiscal year to the Governor, President of the Senate, and Speaker of the
31 House on the incentives developed pursuant to item (C) of this section and make recommendations for attracting and retaining high
32 quality teachers in rural and underserved districts. The report shall contain at a minimum eligibility requirements and application
33 processes for districts and individuals, descriptions of and proposed budgets for each incentive program and an analysis of the number
34 and demographics of individuals potentially eligible for each.

1 (F) Funds appropriated or transferred for use in the Rural Teacher Recruiting Incentive may be carried forward from prior fiscal
2 years and used for the same purpose.

3 **1A.52.** (SDE-EIA: Project Read) Of the funds appropriated in Section 1A. VIII.A.3. for Reading, \$500,000 must be used for
4 teacher in-service training and professional development related to Project Read. The department may set accountability guidelines
5 to ensure that funds are spent in accordance with the proviso.

6 **1A.53.** (SDE-EIA: Reading/Literacy Coaches) (A) Funds appropriated for Reading/Literacy Coaches must be allocated to school
7 districts by the Department of Education as follows: for each primary and elementary school, the school district shall be eligible to
8 receive up to \$62,730 or the actual cost of salary and benefits for a full-time reading/literacy coach.

9 (B) By accepting these funds, a school district warrants that they will not be used to supplant existing school district expenditures,
10 except for districts that either are currently, or in the prior fiscal year, were paying for reading/literacy coaches with local funds. A
11 district may only utilize these funds to employ reading/literacy coaches that may serve in a primary, elementary, or middle school or
12 a combination of these schools depending on the area of highest need in the district except in the event that the district can request
13 and receive a waiver from the Department of Education to expend the funds on interventionists who spend more than fifty percent
14 of their time providing direct support to struggling readers in grades kindergarten through grade five. The school district must align
15 the placement of coaches to the district reading plan that is approved by the department.

16 (C) Funds appropriated for reading/literacy Coaches are intended to be used to provide primary, elementary, and/or middle
17 schools with reading/literacy coaches who shall serve according to the provisions in Chapter 155 of Title 59.

18 (D) Schools and districts accepting funding to support a coaching position agree that the reading/literacy coach must not serve as
19 an administrator. If the department finds that school districts are using these funds for administrative costs as defined in statute they
20 must withhold that districts remaining balance of funds allocated pursuant to this proviso.

21 (E) The Department of Education must publish guidelines that define the minimum qualifications for a reading/literacy coach.
22 These guidelines must deem any licensed/certified teacher qualified if, at a minimum, he or she:

- 23 (1) holds a bachelor's degree or higher and an add-on endorsement for literacy coach or literacy specialist; or
24 (2) holds a bachelor's degree or higher and is actively pursuing the literacy coach or literacy specialist endorsement; or
25 (3) holds a master's degree or higher in reading or a closely-related field.

26 Within these guidelines, the Department of Education must assist districts in identifying a reading/literacy coach in the event that
27 the school is not successful in identifying and directly employing a qualified candidate. The provisions of subsection (A), including
28 the local support requirements, shall also apply to any allocations made pursuant to this paragraph.

29 (F) The Department of Education must develop procedures for monitoring the use of funds appropriated for reading/literacy
30 coaches to ensure they are applied to their intended uses and are not redirected for other purposes. The Department of Education
31 may receive up to \$100,000 of the funds appropriated for reading/literacy coaches in order to implement this program, provided that
32 this allocation does not exceed the department's actual costs.

33 (G) Prior to the close of the current fiscal year, any unspent or unallocated funds for reading/literacy coaches shall be used to fund
34 Summer Reading Camps.

(H) For the current school year, the Department of Education shall screen and approve the hiring of any reading/literacy coach serving in a school in which one third or more of its third grade students scoring at the lowest achievement level on the statewide summative English/language arts assessment. No funds shall be disbursed to the district to fund the reading/literacy coach until the department has screened and approved the coach. Schools in which at least sixty percent of students scored at meets or exceeds expectations on the state summative assessment in English/language arts may submit, as part of their reading plan, a request to the department for flexibility to utilize their allocation to provide literacy support to students, which may include, but is not limited to: a reading coach, a literacy interventionist, or other supplemental services directed to students in need of interventions. This plan must be approved by the department annually as part of the district reading plan.

(I) The Department of Education shall require:

(1) any school district receiving funding under subsection (A) to identify the name and qualifications of the supported reading/literacy coach; as well as the school in which the coach is assigned; and

(2) any school district receiving funding under subsection (G) to account for the specific amounts and uses of such funds.

(J) With the data reported by the school districts, the department shall report by January fifteenth of the current fiscal year on the hiring of and assignment of reading/literacy coaches by school. The department shall also report the amount of funds that will be used for Summer Reading Camps.

(K) Funds appropriated for reading/literacy coaches shall be retained and carried forward to be used for the same purpose but may not be flexed.

1A.54. (SDE-EIA: Digital Instructional Materials) The Department of Education shall continue to create an instructional materials list composed of those items (print and/or digital) that have received State Board of Education approval through the normal adoption process. The department shall continue to work with the publishers of instructional materials to ensure that districts have options for print/digital student materials to include class sets of print student editions, if needed. Funds appropriated for the purchase of instructional materials (print/digital) may be used for reimbursing school districts to offset the costs of refurbishing science kits on the state-adopted instructional materials inventory, purchasing new kits or those adopted as supplemental from the central textbook depository, or a combination of refurbishment and purchase. The refurbishing cost of kits may not exceed the cost of the state-adopted refurbishing kits plus a reasonable amount for shipping and handling. Costs for staff development, personnel costs, equipment, or other costs associated with refurbishing kits on state inventory are not allowable costs. Funds provided for Instructional Materials may be carried forward from the prior fiscal year into the current fiscal year to be expended for the same purposes by the department, school districts, and special schools. These funds are not subject to flexibility.

1A.55. (SDE-EIA: 4K Early Literacy Competencies Assessments) Of the funds carried forward from the full-day 4K program from the previous fiscal year, the Department of Education is authorized to expend up to \$800,000 on assessments and professional development to analyze the early literacy competencies of children in publicly funded prekindergarten. If these funds are not available, funds appropriated and/or authorized for assessment shall be used to administer the prekindergarten assessments. The department shall manage the administration of assessments that analyze the early literacy and language development of children in publicly funded prekindergarten as done in the prior fiscal year. Each school district and private provider participating in a publicly funded prekindergarten program will administer one of the formative assessments selected by the department to each child eligible

1 for and enrolled in a publicly funded prekindergarten program during the first forty-five days of the school year and during the last
2 forty-five days of the school year. Accommodations that do not invalidate the results of these assessments must be provided in the
3 manner set forth by the student's Individualized Education Program or 504 Accommodations Plan and for students who are Limited
4 English Proficient according to their LEP Plan. The department will provide the assessment data to the Education Oversight
5 Committee. The results of the assessment and the developmental intervention strategies recommended or services needed to address
6 the child's identified needs must also be provided, in writing, to the parent or guardian. The assessment may not be used to deny a
7 student to admission to prekindergarten.

8 Furthermore, up to \$2,000,000 of the funds appropriated for half-day programs for four-year-olds and funds carried forward from
9 assessment must be expended by the Department of Education to administer the Kindergarten Readiness Assessment (KRA) to each
10 child entering kindergarten in the public schools. The assessment of kindergarten students must be administered at a minimum of
11 once during the first forty-five days of the school year with the results collected by the department. The results of the assessments
12 and the developmental intervention strategies recommended or services needed to address each child's identified needs must also be
13 provided, in writing, to the parent or guardian. The assessment may not be used to deny a student admission to kindergarten.
14 Accommodations that do not invalidate the results of these assessments must be provided in the manner set forth by the student's
15 Individualized Education Program, 504 Accommodations Plan, or LEP Plan. Districts are given the option of designating up to two
16 days of the one hundred eighty day school calendar to administer the assessment to kindergarten students. The department will also
17 provide the results of the assessment of kindergarten students to the Education Oversight Committee. With available funds, the
18 department will also provide or secure training for appropriate educators in how to administer the assessment.

19 For all students assessed with the Kindergarten Readiness Assessment (KRA), the Department of Education is required to collect
20 data from schools and school districts on the prior early learning experience of each student. The data would include whether the
21 kindergartener had attended in the prior school year a Head Start program, a South Carolina Early Reading Development and
22 Education Program in a public school or a private center, a half-day 4K program in a public school, a full-day 4K program in a public
23 school, a child care center (registered faith-based, registered family home, group home, or exempt provider) or informal child care.

24 **1A.56. (SDE-EIA: CDEPP Unexpended Funds)** For Fiscal Year 2018-19, the Office of First Steps to School Readiness is
25 permitted to retain the first \$1,000,000 of any unexpended CDEPP funds of the prior fiscal year and expend these funds to enhance
26 the quality of the full-day 4K program in private centers and provide professional development opportunities.

27 By August first, the Office of First Steps is directed to allocate any additional unexpended CDEPP funds from the prior fiscal year
28 and any CDEPP funds carried forward from prior fiscal years that were transferred to the restricted account for the following purpose:
29 Education Oversight Committee - \$1,000,000 for the South Carolina Community Block Grants for Education Pilot Program.

30 If carry forward funds are less than the amounts appropriated, funding for the items listed herein shall be reduced on a pro rata
31 basis.

32 If by August first, the Department of Education or the Office of First Steps determines there will be funds available, funds shall
33 be allocated on a per pupil basis for districts eligible for participation first, who have a documented waiting list, and funded an
34 extended program per this proviso in the prior school year, then to districts to increase the length of the program to a maximum of
35 eight and a half hours per day or two hundred and twenty days per year or to fund summer programs. By August 1, the Department

1 of Education and the Office of First Steps must collect the documented waiting lists and determine a process to notify parents of
2 eligible students of available slots in all approved providers. If a district chooses to fund summer enrollment the program funding
3 shall conform to the funding in this act for full year programs, however shall be reduced on a pro rata basis to conform with the
4 length of the program. A summer program shall be no more than eight and a half hours per day and shall be not more than ten weeks
5 in length. The per pupil allocation and classroom grant must conform with the appropriated amount contained in this Act and end
6 of year adjustments shall be based on the one hundred and thirty five day student average daily membership or later student average
7 daily membership for districts choosing to extend the program past one hundred and eighty days. Funds may also be used to provide
8 professional development and quality evaluations of programs.

9 No later than April first, the Department of Education and the Office of First Steps must report to the Chairman of the Senate
10 Finance Committee and the Chairman of the House Ways and Means Committee on the expenditure of these funds to include the
11 following information: the amount of money used and specific steps and measures taken to enhance the quality of the 4K program
12 and the amount of money used for professional development as well as the types of professional development offered and the number
13 of participants.

14 **1A.57.** (SDE-EIA: Industry Certifications/Credentials) Of the funds appropriated for Industry Certifications/Credentials,
15 \$3,000,000 must be allocated to school districts based upon the number of national industry exams administered in the prior school
16 year with each district receiving a base amount of \$10,000. The department will identify the national industry exams that will be
17 funded based upon the job availability in the state. School districts may carry forward funds from the prior fiscal year into the current
18 fiscal year and expend the funds for the cost of national industry exams. The department shall work with the Department of
19 Commerce, the Department of Employment and Workforce, state and local chambers of commerce and economic development
20 offices and the Tech Board to ensure that students are aware of the industry required credentials for current job availability in the
21 state organized by region. Any additional funds appropriated must be allocated to school districts based upon the number of national
22 industry exams/credentials earned in the prior school year, and districts must expend these funds to pay for the cost of industry exams
23 or to support students in preparing for the exams in the current fiscal year.

24 **1A.58.** (SDE-EIA: Career and Technology Education) Funds appropriated for Career and Technology Education will be
25 distributed to school districts and multi-district career centers based on the prior year actual student enrollment for career and
26 technology education courses, with no district or multi-district career center receiving less than \$50,000. Funds may be expended
27 for the purchase of career and technical equipment, the up fitting of facilities and the purchase of consumables, regional career
28 specialists, and such evidence-based initiatives like High Schools that Work and Project Lead the Way. Each district must include
29 in the district plan submitted to the Office of Career and Technology Education information on other career and technical equipment
30 available. The district must include, at a minimum, equipment located at the career center and at the technical college, information
31 on the alignment of equipment to current industry jobs and needs in the state as recommended by career and technical program
32 advisory committees. District plans must include charter schools within the school district offering at least one career and technical
33 education completer program. School districts and career centers may carry forward unexpended funds to be used for the same
34 intended purposes to up fit career and technical facilities and replace career and technical program consumables. In addition,

1 \$125,000 of the funds appropriated shall be allocated to the Palmetto Partners for Science and Technology for robotics competition,
2 curriculum, and support.

3 **1A.59.** (SDE-EIA: Family Connection South Carolina) Funds appropriated in Part IA, Section 1, VIII.F, Partnerships, for Family
4 Connection South Carolina (H63), shall be transferred in quarterly installments from the Department of Education to Family
5 Connection South Carolina. Funds shall be used to provide support to families of children with disabilities. Support shall include,
6 home visits, transition assistance, education assistance, parent support and parent training. The department shall establish guidelines
7 through which Family Connection South Carolina shall provide planning documents to the department not later than July fifteenth
8 of the current fiscal year, and quarterly reporting of expenditures thereafter; and a performance report submitted annually.

9 **1A.60.** (SDE-EIA: Low Achieving Schools) Of the funds appropriated to the Education Oversight Committee for Partnerships
10 for Innovation, \$500,000 shall be allocated to parent support initiatives and afterschool programs in historically underachieving
11 communities.

12 **1A.61.** (SDE-EIA: Assistance Funding) For the current fiscal year, any funds appropriated to the Department of Education to
13 assist districts that are or were Plaintiffs in the Abbeville law suit and funding appropriated to the department to provide technical
14 assistance to underperforming districts may not be transferred to any other program, are not subject to flexibility, and may be carried
15 forward and expended for the same purposes.

16 **1A.62.** (SDE-EIA: National Board Certification Incentive) Public school classroom teachers, to include teachers employed at the
17 special schools or classroom teachers who work with classroom teachers, to include teachers employed at the special schools who
18 are certified by the State Board of Education and who have been certified by the National Board for Professional Teaching Standards
19 or completed the application process prior to July 1, 2010 shall be paid a \$7,500 salary supplement beginning July first in the year
20 following the year of achieving certification, beginning with 2009 applicants. The special schools include the Governors School for
21 Science and Math, Governors School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School,
22 School for the Deaf and the Blind, Department of Juvenile Justice and Palmetto Unified School District 1. The \$7,500 salary
23 supplement shall be added to the annual pay of the teacher for the length of the national certificate. However, the \$7,500 supplement
24 shall be adjusted on a pro rata basis for the teachers FTE and paid to the teacher in accordance with the districts payroll procedure.
25 In addition, teachers who have applied prior to July 1, 2010 and are certified by the National Board for Professional Teaching
26 Standards shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for national
27 board certification. National board certified teachers who have been certified by the National Board for Professional Teaching
28 Standards or completed the application process prior to July 1, 2010 moving to this State who hold a valid standard certificate from
29 their sending state are exempted from initial certification requirements and are eligible for a professional teaching certificate and
30 continuing contract status. Their recertification cycle will be consistent with national board certification.

31 For the current fiscal year the salary supplement will be \$5,000 for public school classroom teachers, to include teachers employed
32 at the special schools or classroom teachers who work with classroom teachers, to include teachers employed at the special schools
33 who are certified by the State Board of Education and who complete the application process on or after July 1, 2010, beginning in
34 the year of achieving certification and applies uniformly to all teachers covered under Section 59-26-85(A)(2) of the 1976 Code.
35 The special schools include the Governors School for Science and Math, Governors School for the Arts and Humanities, Wil Lou

1 Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Department of Juvenile Justice and Palmetto
2 Unified School District 1. The \$5,000 salary supplement shall be added to the annual pay of the teacher, not to exceed the lesser of,
3 the length of one national certificate cycle. However, the \$5,000 supplement shall be adjusted on a pro rata basis for the teachers
4 FTE and paid to the teacher in accordance with the districts payroll procedure.

5 Teachers eligible to receive the state supplement upon achieving certification must have submitted the initial application and fee
6 for NBPTS in Fiscal Year 2017-18. The department is authorized to carry forward funds and only expend them for the same purpose.
7 Appropriations in excess of applicable expenditures shall be distributed to school districts based on the EFA formula.

8 **1A.63.** (SDE-EIA: Value-Added Accountability) With the funds appropriated for School Value Added Instrument in the current
9 fiscal year the Department of Education shall use the education value-added assessment system that was procured and administered
10 in the prior fiscal year to calculate the magnitude of student progress or growth at the school level for purposes of state and federal
11 accountability. At the discretion of the local school district, a district may use the education value-added assessment system to
12 evaluate classroom teachers using student progress or growth. The estimates of specific teacher effects on the educational progress
13 of students will not be a public record and shall be made available only to the specific teacher, principal and superintendent. In the
14 current fiscal year, the Department of Education is directed to procure a value-added assessment system, which calculates student
15 growth and includes the measurement of magnitude of growth, to be used in future school years that meets the requirements of the
16 state and federal accountability system as defined in Chapter 18 of Title 59 of the 1976 Code.

17 **1A.64.** (SDE-EIA: Educator Preparation Provider) Of the funds carried forward from the prior fiscal year, the department is
18 authorized to use up to \$300,000 to develop a data system to house post-certification data and employment for Education Preparation
19 Provider (EPP) completers in accordance with S.C. Code Reg. 43-90. The system must provide the department with the ability to
20 collect, store, and disseminate data elements needed for national accreditation of providers. Such data shall be exempted from
21 disclosure under Section 30-4-40 of the 1976 Code, the South Carolina Freedom of Information Act.

22 **1A.65.** (SDE-EIA: Alternative Commitment to Truancy) As part of its plan for an alternative school, a school district receiving
23 funds from the Department of Education for an alternative school shall identify available alternatives to commitment for children
24 whose truancy is approaching the level of being referred to family court. When proceeding under Section 59-65-50 of the 1976 Code
25 to bring an individual case before the family court, the school district must present this plan as well as the district's efforts with
26 respect to the individual child to the court. Each school district's plan under this proviso shall include possible assignment to
27 alternative school for a non-attending child before petitioning the court.

28 **1A.66.** (SDE-EIA: McCormick County Schools) The Department of Revenue must directly allocate the funds appropriated under
29 VIII. F. Partnerships for John de la Howe for teacher salaries to McCormick County School District to create a school within a school
30 program to educate at-risk students, including students at John de la Howe who attend McCormick County schools. The program
31 must use an accelerated curriculum which utilizes multimedia/ multimodal learning activities to ensure academic success and
32 development of leadership and communication skills.

33 **1A.67.** (SDE-EIA: Grants Committee) Of the funds appropriated to the Department of Education for Innovation Grants, the grants
34 committee, in Fiscal Year 2019-20, shall give priority to funding projects funded by the Education Oversight Committee Partnerships

1 of Innovation in the prior fiscal year while keeping with its established criteria. Additionally, the committee shall accept applications
2 per the established process for new grantees not to exceed the amount appropriated by the General Assembly.

3 The Superintendent of Education is directed to appoint an independent grants committee to develop the process for awarding the
4 grants or directly purchasing services. The committee members shall serve four year terms. The process shall include the application
5 procedure, selection process, and matching grant formula if applicable. The grants committee must be comprised of seven members,
6 three members selected from the education community and four members selected from the business community. The chairman of
7 the committee shall be selected by the committee members at the first meeting of the committee. The suggested criteria for awarding
8 the grants to schools or school districts or directly purchasing services must include, but are not limited to:

- 9 (1) a demonstrated ability to meet the match throughout the granting period;
- 10 (2) a demonstrated ability to implement the initiative or model as set forth in the application;
- 11 (3) identification of key measurable benchmarks in the education continuum that must be improved to raise student
12 achievement and ensure all students graduate college, career and civic ready;
- 13 (4) a demonstrated ability to be both replicable and scalable with priority given to those projects that focus on applied learning
14 opportunities and experiences, especially in the STEM or STEAM fields;
- 15 (5) blended and personalized learning focused on content mastery and experiential learning; and
- 16 (6) innovative strategies to close student achievement gaps, with a focus on below average and unsatisfactory schools.

17 No matching amount will exceed more than seventy percent of the grant request or be less than ten percent of the request. The
18 required match may be met by funds or by in-kind donations, such as technology, to be further defined by the grants committee.
19 Public school districts and schools that have high poverty and low achievement will receive priority for grants when their applications
20 are judged to meet the criteria established for the grant program. The committee shall submit an annual report to the Governor, the
21 Chairman of House Ways and Means and the Chairman of Senate Finance by June 30, 2020.

22 Grantees and service providers will be required to participate in an external evaluation as prescribed by the committee and agreed
23 upon in the application and award process.

24 **1A.68.** (SDE-EIA: Teacher Loan Program) With the funds appropriated for the Teacher Loan Program and with funds in the
25 revolving fund, in the current fiscal year the annual maximum award for eligible juniors, seniors and graduate students is \$7,500 per
26 year and the aggregate maximum loan amount is \$27,500.

27 **1A.69.** (SDE-EIA: Digital Learning Plan) The Education Oversight Committee is responsible for implementing the second year
28 of a pilot program for alternative methods of instruction for make-up days. The five school districts that participated in the initial
29 pilot program in the prior fiscal year shall have the option of continuing to participate during the current fiscal year. As a condition
30 of their continued participation, these five school districts shall assist the committee in reviewing and approving additional school
31 districts to participate in the second year of the pilot program and shall provide technical assistance and support to new districts
32 participating in the pilot. From funds available to the committee, the committee is authorized to allocate funds to the five districts
33 for providing technical support to the new districts participating in the pilot program.

34 All districts participating in the pilot in the current fiscal year shall utilize alternative methods of instruction which may include,
35 but are not limited to, online or virtual instruction for scheduled make up time. All make up time must reflect the number of hours

1 of the make-up days the instruction will cover. All make up time must meet state requirements for elementary and secondary school
2 days. All districts shall continue to report to the Department of Education all days missed, reasons for the absences, days made up,
3 and now the alternative method of instruction used. The Education Oversight Committee shall work with the Educational Television
4 Commission (ETV) and the State Library to utilize and coordinate available ETV and State Library resources and explore alternative
5 means of delivery to districts that may lack proper access to online instruction. All school districts shall report the following
6 information to the Education Oversight Committee by April 1, 2020: method(s) of implementation utilized, advantages and
7 disadvantages of the method(s) used, any feedback received from administrators, teachers, parents or guardians, and
8 recommendations for how the program can be implemented statewide.

9 By June 1, 2020 the Education Oversight Committee shall report to the Governor, the General Assembly, the Department of
10 Education, and the State Board of Education a plan for implementing the eLearning program for make-up days statewide.

11 **1A.70.** (SDE-EIA: School Safety Program) Funds appropriated for the School Safety Program and School Resource Officers shall
12 be utilized by the department for the purpose of hiring certified law enforcement officers to serve as a school resource officer for
13 school districts that otherwise would lack the adequate resources to hire their own school resource officers. In making determinations
14 of eligibility the department shall use the most recent index of taxpaying ability as the district's indicator of ability to pay, with
15 districts of the lowest index of taxpaying ability receiving priority consideration. Districts must apply for funding through the
16 department and no districts shall receive an award of more than four certified school resource officer positions. In making awards
17 the department shall provide funding directly to the local law enforcement agency to pay for the cost of the law enforcement officer
18 that will serve as a full-time school resource officer. The department is authorized to carry forward funds and utilize these funds for
19 the same purpose.

20 **1A.71.** (SDE-EIA: Teacher Recruitment Program) On or before September 30th of Fiscal Year 2019-20 following the
21 development of accountability metrics, \$750,000 of the funds appropriated in this Act to the Department of Education for "Rural
22 Teacher Recruitment" shall be allocated to the University of South Carolina's College of Education (COE) for the development and
23 implementation of a new teacher recruitment pilot program to be administered by the COE in partnership with the Center for Teaching
24 Quality (CTQ). The purpose of the pilot program shall be the employment of innovative and cost-effective teacher recruitment
25 strategies, customized training for new teachers, and dedicated, ongoing mentoring support. The pilot program shall compliment
26 and/or enhance the state's ongoing rural teacher recruitment initiatives such as those supported pursuant to Part 1A.54 of this Act.
27 At minimum, the pilot program must assist no fewer than ten school districts to include at least four districts along the 1-95 corridor
28 and serve no fewer than 250 teacher candidates. The pilot program shall stipulate reasonable fees for participating candidates and
29 districts and districts shall agree to release time for required on site mentors who shall be experienced, practicing teachers within the
30 district for the purposes of co-teaching with and supporting candidates' development. Within participating districts, the pilot program
31 shall emphasize high-need schools and within selected schools, the emphasis shall be on developing teacher candidates teaching in
32 high-need subject areas to include, but not be limited to, STEM and special education with all candidates receiving training in literacy
33 skills. The pilot program design shall be based on emerging empirical evidence of effective teacher education as well as best practices
34 from recent innovations in university-based and alternative certification and residency programs for the dual purpose of recruiting
35 needed candidates with equal focus on retaining accomplished, experienced teachers utilizing, in part, a model which contains

1 intensive mentoring and support for candidate teachers. Before any funds are disbursed to the COE, the COE and CTQ shall develop
2 accountability metrics for the pilot program that must include, at minimum, employment outcome indicators such as job placement
3 and retention statistics as well as survey instrumentation in order to measure candidate, mentor, and principal satisfaction with the
4 pilot program. No later than June 30th, program data and evidence collected as a result of this accountability requirement must be
5 shared in report form with the Department of Education, the Education Oversight Committee, the South Carolina Center for Educator
6 Recruitment, Retention, and Advancement, the Commission on Higher Education, the Chairman of the Senate Education Committee,
7 the Chairman of the House Education and Public Works Committee, the Chairman of the House Ways and Means Committee and
8 the Chairman of the Senate Finance Committee.

9 **1A.72.** (SDE: Bridge Program) Of the funds appropriated for “Rural Teacher Recruitment” in Fiscal Year 2019-20, \$1,400,000
10 shall be transferred to South Carolina State University for the implementation and enhancement of a BRIDGE program to recruit
11 minority high school students along the I-95 corridor into the teaching profession by offering them, while still in high school, access
12 to counseling, mentoring, on campus summer enrichment programs, and opportunities for dual enrollment credits at South Carolina
13 State University for the purpose of preparing these students to major in education and to become future teachers along the I-95
14 corridor. South Carolina State University must utilize \$400,000 of these funds to partner with one or more institutions of higher
15 education to establish a similar bridge program.
16 administration by October first of each fiscal year.

END OF PART IB – OPERATION OF STATE GOVERNMENT, SECTIONS 1 AND 1A



EDWARD B. GRIMBALL, Chairman
HOWELL CLYBORNE, JR.
EMERSON F. GOWER, JR.

SOUTH CAROLINA REVENUE AND FISCAL AFFAIRS OFFICE

FRANK A. RAINWATER
Executive Director

August 23, 2019

The Honorable Molly Spearman
State Superintendent of Education
South Carolina Department of Education
1429 Senate Street
Columbia, S.C. 29201

Dear Superintendent Spearman:

This letter is in response to the statutory provisions regarding annual estimates of the EFA base student cost and inflation factor, Southeastern average teacher salary, weighted pupil units, and EIA revenue for FY 2020-21. Additionally, we have included the average daily membership for FY 2020-21. We are pleased to provide you with the following estimates and will be happy to answer any questions you may have.

EFA Base Student Cost and Inflation Factor

Our estimate of the base student cost for FY 2020-21 is \$3,164. This is 2.2 percent above the estimate provided for the FY 2019-20 budget. The FY 2020-21 estimate is based upon the latest data reported for public school employee wages. Public school employee wages are growing at a rate of 1.8 percent through the end of 2018. Therefore, we have incorporated a 1.8 percent growth rate into our estimate for future years. The FY 2020-21 estimate and inflation factor are as follows:

FY 2019-20 Base Student Cost Provided for Budget	FY 2020-21 Current Base Student Cost Estimate	Inflation Factor
\$3,095	\$3,164	2.2%

Southeastern Average Teacher Salary Projections

Our estimate of the Southeastern average teacher salary for FY 2020-21 is \$54,165. Many of the Southeastern states have not reported a final average teacher salary for FY 2018-19. Therefore, our estimate for teacher salary growth also reflects an estimated growth of 1.8 percent for this year, based upon public school employee wages. The latest estimates and revisions are provided in the attached table.

Average Daily Membership and Weighted Pupil Estimates

We estimate the average daily membership (ADM) for FY 2020-21 to be 722,760 for the regular school districts, excluding special districts and the two charter school districts. For information, we estimate the total ADM for the two charter school districts to be 37,351 for FY 2020-21. The charter school districts include the South Carolina Public Charter School District and the Charter Institute at Erskine.

We estimate the weighted pupil units (WPU) for FY 2020-21 to be 993,663 for the regular school districts, excluding special districts and the two charter school districts. For information, we estimate the total WPU for the South Carolina Public Charter School District and the Charter Institute at Erskine to be 48,095 for FY 2020-21.

In determining the FY 2020-21 estimate, we have considered a number of factors. The FY 2018-19 135-day ADM count shows an increase again this year in the number of students enrolled in the South Carolina public charter schools. The FY 2018-19 home school survey shows a decline in the number of students being home schooled, and the number of students enrolled in private schools is projected to decline as well. We also factored in school dropouts, birth rates, death rates, and Census population estimates for school aged children.

	FY 2020-21 ADM Estimates	FY 2020-21 WPU Estimates
Regular School Districts *	722,760	993,663
Charter School Districts **	37,351	48,095

* Excludes special school districts

** Includes the S.C. Public Charter School District and the Charter Institute at Erskine

EIA Revenue

The FY 2019-20 estimate is the current forecast by the Board of Economic Advisors, which will be updated in November 2019. The FY 2020-21 preliminary estimate is our calculation based upon the BEA Long Range General Fund Forecast adopted in November 2018. Please note that the BEA will provide the first official estimates for FY 2020-21 in November 2019. The current EIA revenue estimates are provided in the table below:

	FY 2018-19 (actual)	FY 2019-20 (estimate)	FY 2020-21 (preliminary)
Current Estimate	\$840,103,875	\$872,131,167	\$906,972,413

The Honorable Molly Spearman
Page 3 of 3
August 23, 2019

Please be advised that all estimates provided in this letter are subject to change as additional information is received.

If I may be of further assistance, please do not hesitate to contact me.

Sincerely,


Frank A. Rainwater
Executive Director

FAR/lpw
Enclosures: 6

cc: The Honorable Henry McMaster, Governor
The Honorable Hugh K. Leatherman, Chairman, Senate Finance Committee
The Honorable G. Murrell Smith, Chairman, House Ways and Means Committee
Ms. Melanie Barton, Education Oversight Committee
Mr. Brian Gaines, Executive Budget Office
Mr. Grant Gibson, Senate Finance Committee
Ms. Emily Heatwole, Department of Education
Ms. Kenzie Riddle, House Ways and Means Committee
Mr. Mike Shealy, Senate Finance Committee
Mr. Sym Singh, Governor's Office
Ms. Katie Turner, House Ways and Means Committee
Ms. Nancy Williams, Department of Education

EFA FACTOR COMPUTATION

Fiscal Year	Average		Index	Composite		Revised	Revised	Estimate of		Base	Base	Final Base
	South-East Wage	Non-Wage Index		Index Wages and Non-Wages	Estimate of Base Student Cost to Match Inflation		Estimate of Inflation Factor	Base Student Cost Provided for Budget	Budgeted Inflation Factor	Student Cost Approp.	Student Cost After Mid-Yr. Cuts by B&CB	Student Cost, Including S.D.E. Cuts
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	
89-90	a/	20,026	100.0	100.0	1,467		1,467		1,467			1,467
90-91		21,023	101.0	104.5	1,533	4.5%	1,539	4.9%	1,539			1,539
91-92		21,226	101.1	105.4	1,546	0.9%	1,604	4.2% *	1,562	1,505		1,505
92-93		21,737	100.7	107.6	1,578	2.0%	1,610	3.1% *	1,585	1,532		1,532
93-94		22,315	104.0	110.5	1,621	2.7%	1,651	2.9% *	1,581			1,581
94-95		23,125	107.4	114.5	1,679	3.6%	1,652	2.4% *	1,619			1,619
95-96		23,726	106.1	117.0	1,716	2.2%	1,718	4.0%	1,684			1,684
96-97		24,441	110.8	120.7	1,771	3.2%	1,778	3.5%	1,760			1,760
97-98		25,067	112.8	123.7	1,814	2.5%	1,839	3.4% *	1,839			1,839
98-99		26,312	114.7	129.4	1,897	4.6%	1,879	2.2%	1,879			1,879
99-00		27,161	118.0	133.5	1,959	3.2%	1,937	3.1%	1,937			1,937
00-01		28,529	121.5	139.9	2,053	4.8%	2,012	3.9%	2,012	1,992		2,002 d/
01-02		29,242	125.6	143.6	2,106	2.6%	2,073	3.0%	2,073	1,940		1,881 c/
02-03		30,574	127.9	149.7	2,196	4.3%	2,133	2.9%	2,033	1,859		1,770 d/
03-04		30,766	130.7	150.9	2,213	0.8%	2,201	3.2%	1,777			1,754
04-05		31,906	133.5	156.2	2,292	3.5%	2,234	1.5%	1,852			1,852
05-06		33,019	137.5	161.6	2,371	3.4%	2,290	2.5%	2,290			2,290
06-07		34,627	142.8	169.3	2,484	4.8%	2,367	3.4%	2,367			2,367
07-08		36,176	146.5	176.5	2,590	4.3%	2,476	4.6%	2,476			2,476
08-09		36,855	151.9	180.2	2,643	2.1%	2,578	4.1%	2,578	2,190		2,184
09-10		36,813	154.0	183.8	2,644	0.0%	2,687	4.2%	2,034			1,756
10-11		37,075	155.6	181.6	2,664	0.7%	2,720	1.2%	1,630			1,615
11-12		36,923	158.7	181.3	2,660	(0.2%)	2,790	2.6%	1,880			1,880 f/
12-13		37,277	163.3	183.4	2,690	1.2%	2,790	0.0%	2,012			2,012
13-14		37,842	166.1	186.2	2,732	1.5%	2,771	(0.7%)	2,101			2,100
14-15		38,777	168.7	190.6	2,797	2.4%	2,742	(1.0%)	2,120			2,101
15-16		39,550	169.9	194.2	2,849	1.9%	2,801	2.2%	2,220			2,197
16-17		40,523	171.1	198.6	2,913	r 2.3%	2,933	4.7%	2,350			2,350
17-18		41,233	174.2	202.1	2,965	r 1.8%	2,984	1.7%	2,425			2,425
18-19	b/	42,140	178.2	206.6	3,030	r 2.2%	3,018	1.1%	2,485			2,485
19-20	e/	43,236	181.9	211.8	3,107	r 2.5%	3,095	2.6%	2,489			
20-21	e/	44,014	185.7	215.7	3,164	1.8%	3,164	2.2%				

r - Revised since previous estimate

* - Inflation factor calculated from revised/funded base

Footnotes and Column Notes:

a/ Base from which increases are computed in accordance with revised methodology.

b/ July 2019 survey, latest data is the Average Southeast Wage through 2017 and subject to revision.

c/ Reflects mid-year cuts of 5.3% plus SC Department of Education's additional E.F.A. reduction for allocation to school districts of 3.96% for a net reduction of 9.26%.

d/ Reflects a 1% Budget and Control Board (B&CB) cut and a .5% SC Department of Education restoration in FY 00-01 and a 8.57% mid-year cut in FY 02-03.

e/ Estimate based on July 2019 survey, teacher salary growth and latest Consumer Price Index.

f/ Base Student Cost Appropriated reflects additional non-recurring revenue above the \$1,788 figure in Proviso 1.3.

(1) Computed from survey of Employment Security Commission offices in southeastern states based on wage data reported for workman's compensation program. Includes teachers and nonteachers in public schools in the Southeast.

(2) For FY 89-90 through FY 96-97, based on implicit deflator for purchases by state and local governments nationwide as projected by Evans Econometrics. Since FY 97-98, based on actual and projected growth in the Consumer Price Index.

(3) Index of column 1 based on FY 89-90.

(4) Column 2 and Column 3 weighted by 12% for Column (2) and 88% for Column (3).

(5) Column 4 times FY 89-90 base amount of \$1,467. Revised after surveys to include actual data.

(6) Revised inflation factor based on actual data received from surveys.

(7) Original estimate of Base Student Cost.

(8) Original estimate of inflation factor.

(9) Base Student Cost appropriated each fiscal year. FY 09-10 does not include Federal Funds.

(10) Actual Base Student Cost funded to districts after budget cuts by the B&CB/Executive Budget Office (EBO).

(11) Actual Base Student Cost funded to districts after B&CB/EBO cuts plus cuts by the SC Department of Education.

SOUTHEASTERN AVERAGE TEACHER SALARY

ALL FIGURES IN THESE COLUMNS ARE SUBJECT
TO REVISION AFTER UPDATE

	FY 14 (1)	FY 15 (2)	FY 16 (3)	FY 17 (3)	FY 18 (4)	FY 19 (5)	FY 20 (5)	FY 21 (5)
Alabama	48,720	48,611	48,073	49,872	50,048	51,446 r	52,372 r	53,315
Arkansas	48,060	48,575	48,976	49,104	49,840 r	50,338 r	51,244 r	52,167
Florida	47,780	47,950	48,179	47,858	48,168 r	48,987 r	49,869 r	50,766
Georgia	52,972	53,424	54,215	55,229	56,333	57,065 r	60,065 r	61,146
Kentucky	51,100	51,635	52,618	52,812	53,450	53,923 r	54,894 r	55,882
Louisiana	49,067	49,289	49,244	49,801	50,359 r	51,165 r	52,165 r	53,104
Mississippi	41,849	43,308	44,416	44,658	44,925	45,077 r	46,577 r	47,415
N. Carolina	44,990	47,792	47,941	49,970	51,234 r	53,975 r	54,947 r	55,936
Tennessee	47,732	47,979	48,817	50,099	50,998 r	52,018 r	52,954 r	53,907
Virginia	53,818	54,486	54,891	56,351	57,253 r	58,714 r	61,650 r	62,759
W. Virginia	45,086	45,783	45,622	45,555	45,642	47,681 r	48,539 r	49,413
SE Avg. from Survey	48,289	48,985	49,363	50,119	50,750	51,854	53,207	54,165
Projected Avg. for Budget	48,858	48,892	49,796	51,495	51,966	52,152	52,830	54,165
South Carolina Actual	48,430	48,561	48,769	50,050	50,182			

Notes:

Column footnotes apply to all rows except "Projected Average for Budget"

r - Revised since previous estimate.

(1) Actual numbers reported by states in fall 2015 survey, updated in August 2016.

(2) Actual numbers reported by states in fall 2016 survey, updated in August 2017.

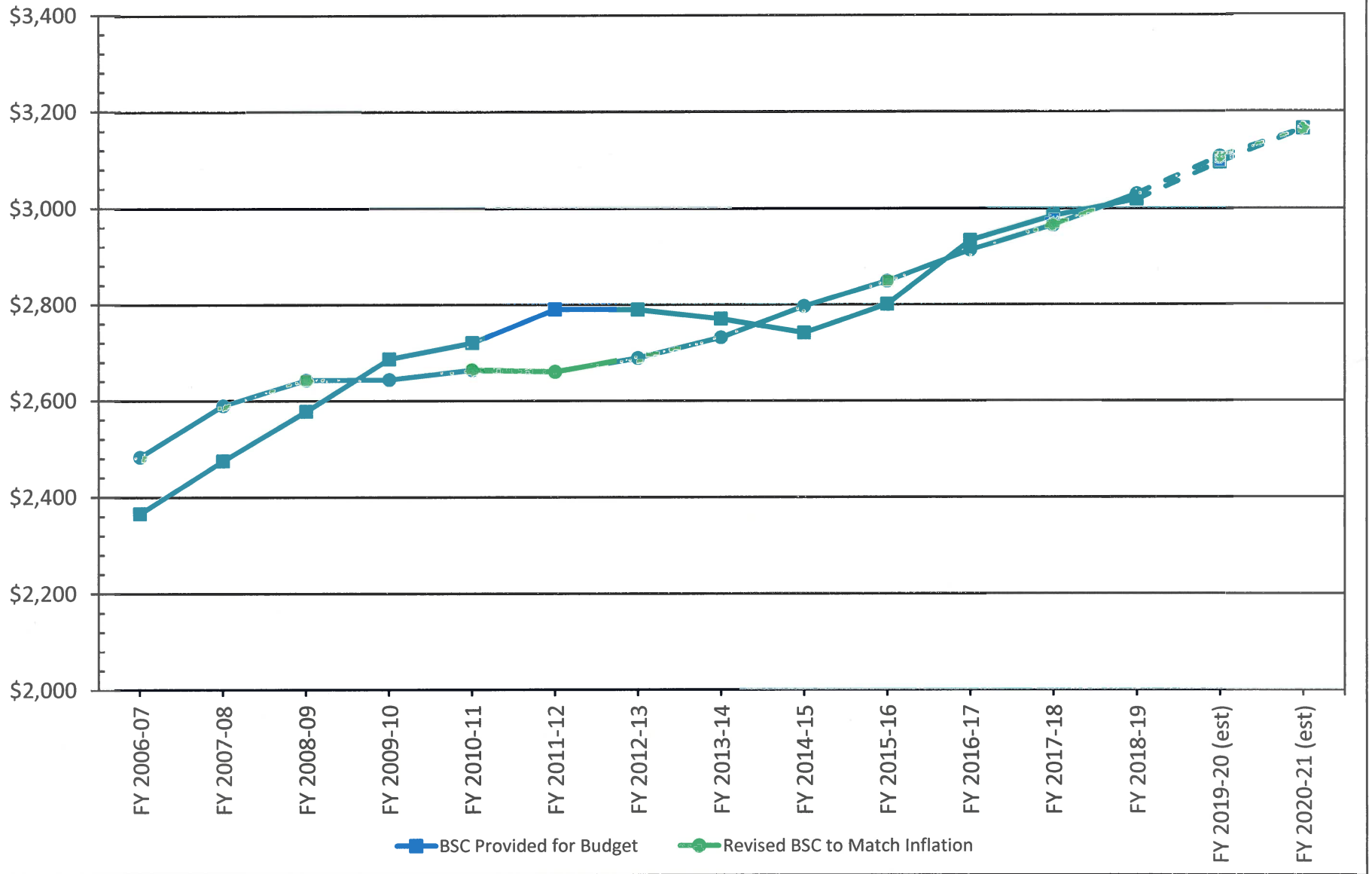
(3) Actual numbers reported by states in fall 2017 survey, updated in August 2018.

(4) Actual numbers reported by states through July 2019.

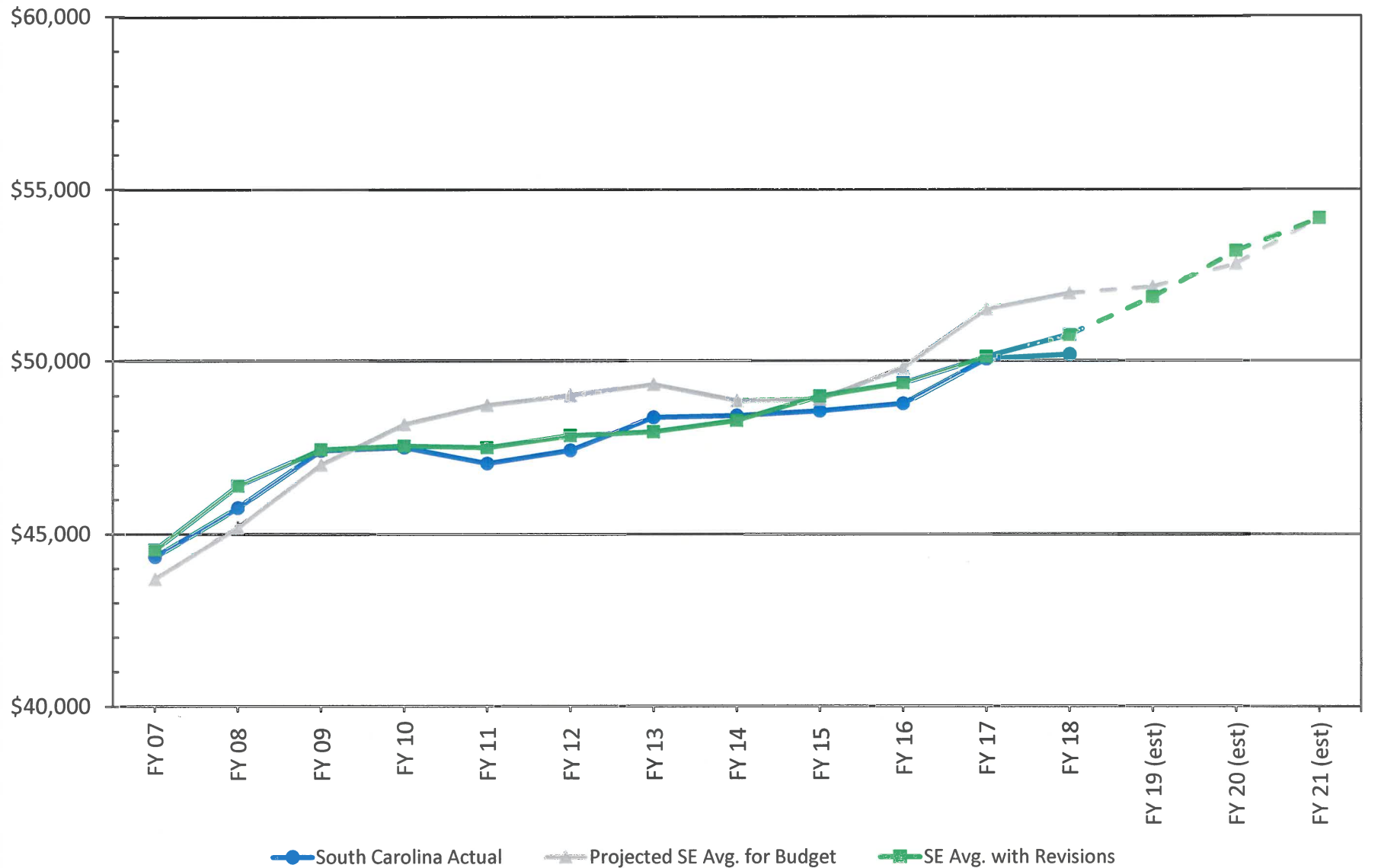
(5) Estimates from information provided by the states and recent revenue trends.

EFA BASE STUDENT COST

BSC Provided for Budget Compared to Revised BSC

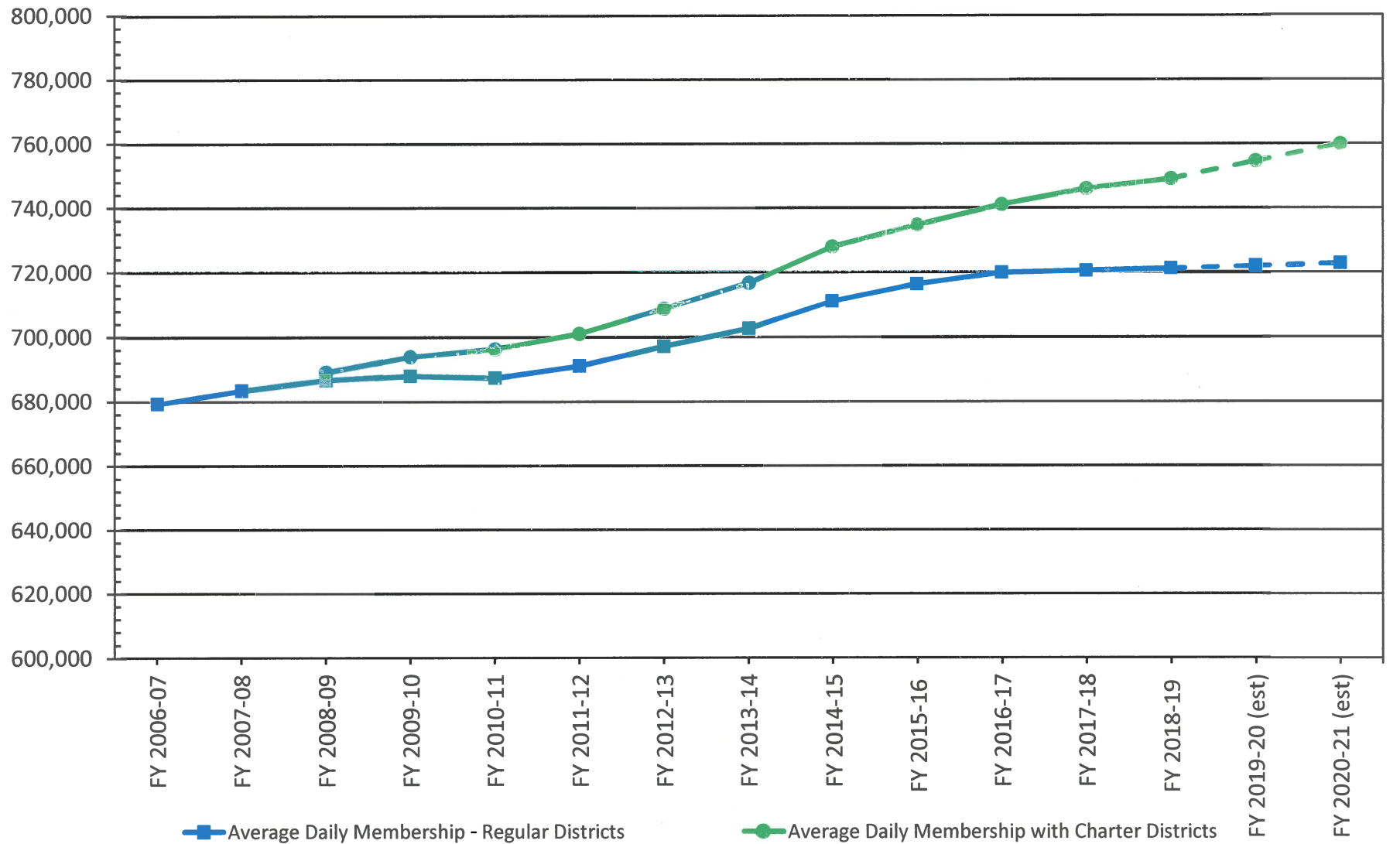


SOUTH CAROLINA AND SOUTHEASTERN AVERAGE TEACHER SALARY Since FY 1999-2000



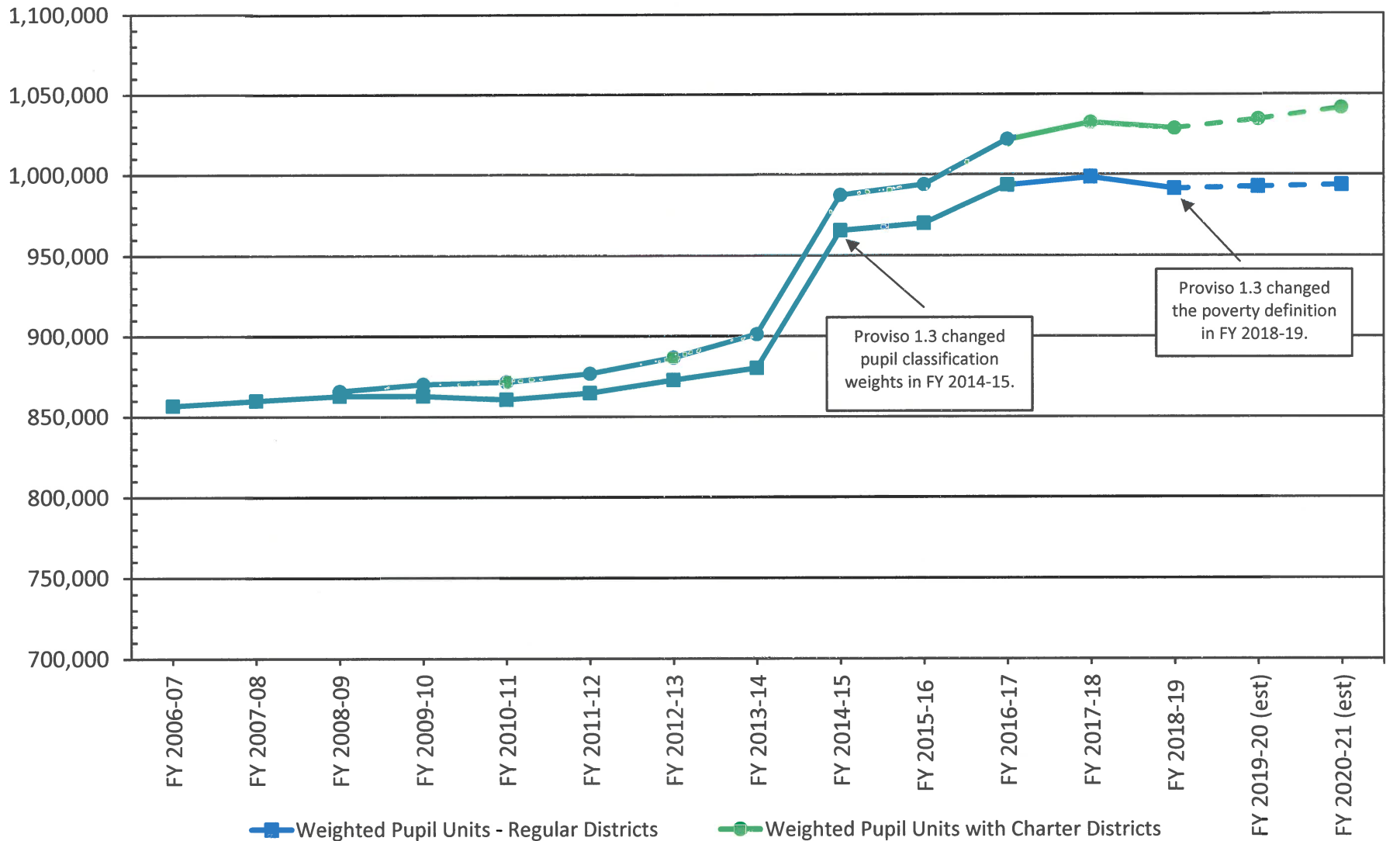
AVERAGE DAILY MEMBERSHIP

Regular School Districts and Charter School Districts



Note: Charter Districts include the S.C. Public Charter School District and the Charter Institute at Erskine.

WEIGHTED PUPIL UNITS Regular School Districts and Charter Districts



Summary of the 2019-20 EIA Appropriations

	EIA Program Line Item(s) *	2019-20 EIA Appropriation
SCDE Programs		
1	Industry Certifications/Credentials	\$550,000
2	Adult Education	\$15,073,736
3	Aid to Districts	\$24,401,779
4	Students at Risk of School Failure	\$79,551,723
5	Arts Curricular Grants	\$1,487,571
6	Career and Technology Education	\$20,072,135
7	Summer Reading Camps	\$7,500,000
8	Reading Coaches	\$9,922,556
9	Education Economic and Development Act (EEDA)	\$8,413,832
10	Assessment/Testing	\$27,261,400
11	Reading	\$3,271,026
12	Instructional Materials	\$20,922,839
13	School Safety Program	\$10,000,000
14	EAA Technical Assistance	\$23,801,301
15	Power School/Data Collection	\$7,500,000
16	School Value Added Instrument	\$1,400,000
17	Half-day 4K	\$15,513,846
18	CDEPP - SCDE	\$41,441,053
19	Teacher of the Year	\$155,000
20	Teacher Quality Commission	\$372,724
21	Teacher Salaries & Fringe Benefits	\$220,755,700
22	Teacher Supplies	\$14,721,500
23	National Board Certification	\$44,500,000
24	Professional Development	\$2,771,758
25	ADEPT	\$873,909
26	Technology	\$12,271,826
27	SDE Grants Committee	\$504,313
28	Transportation	\$22,032,195
29	Family Connection SC	\$300,000
30	Other State Agencies' Teacher Salary	\$13,467,848

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Industry Certifications	Address	1492 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$550,000	FY 2020-21 EIA Funding Request	\$5,000,000
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Program Contact	David Mathis Angel Malone	Division/Office	Office of Career and Technical Education
Contact Title	Deputy Superintendent Director	Address	1492 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-2577 (803) 734-8412	Contact E-Mail	dmathis@ed.sc.gov amalone@ed.sc.gov

Summary of Program:

The funds allocated are provided to districts to fund national industry exams, build awareness of industry credentials, and prepare students for the industry exams. All school districts and identified LEA's receive an initial allocation of \$10,000 each. The remainder of the funding is distributed equally amongst districts at a per pupil rate for the amount of students who have taken an industry credential exam during the academic year and accurately recorded the information in PowerSchool.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$3,000,000	100%
Retained by SCDE	\$0	%
Allocated to Other Entities (Please Explain)	\$0	%
Other (Please Explain)	\$0	%
Other (Please Explain)	\$0	%
TOTAL:	\$3,000,000	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	100%
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

S.C. Code Ann. §59-18-325

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

1A.60. (SDE-EIA: Industry Certifications/Credentials)

1.94. (SDE: Standards-Based Assessments Suspended)

Regulation(s):

n/a

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	College and career readiness is one of the key expectations of the Profile of the South Carolina graduate. Career and Technical Education is an indicator of preparedness for academic and career success. In South Carolina, especially in rural schools and schools impacted by poverty, career and technical students face significant challenges.			
Goal	Career and Technical Education programs and students will be provided with the resources needed to successfully achieve the high-skill, high-demand needs of business and industry to better prepare students for success in postsecondary and careers. In addition, the students will be provided with the resources needed to succeed at national and industry-approved credentials and certifications.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Provide funding to support industry certifications and credentialing.	Districts were able to implement high-quality career and technical education programs.	Progress was measured by the amount of funding each individual school received for the year. The base allocation was \$10,000.	Percent of CATE completers who attained industry certificates rose from 50% (17-18) to 58% (18-19)	Data reported via PowerSchool Finance documentation

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Implement a baseline allocation so that all districts can provide certification support regardless if administered in the previous fiscal year.	Schools administered National and industry certifications as well as credentials to prepare students for employment and success.	Each school also received additional funding based on the number of students that were assessed with an industry credential examination. The total amount given in additional funding was \$2,021,009.46 to all districts.		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	College and career readiness is one of the key expectations of the Profile of the South Carolina graduate. Career and Technical Education is an indicator of preparedness for academic and career success. In South Carolina, especially in rural schools and schools impacted by poverty, career and technical students face significant challenges.			
Goal	Career and Technical Education programs and students will be provided with the resources needed to successfully achieve the high-skill, high-demand needs of business and industry to better prepare students for success in postsecondary and careers. In addition, the students will be provided with the resources needed to succeed at national and industry-approved credentials and certifications.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Provide funding to support industry certifications and credentialing. Fund at a baseline allocation of \$10,000 per identified LEA so that all districts can provide certification support and access. Provide additional funding for school districts that administer industry credential exams based on a per pupil allocation with the remaining available funds.	Districts will be able to implement high-quality career and technical education programs that result in either an end of program credential or a stackable credential given during student matriculation through a career and technical education program of study. Provides access to national, local, and statewide industry credentials prepare	The usage of the \$10,000 allocation per district for industry credentials and/or for industry preparation material The amount distributed to districts with additional funds for those students who took an industry credential examination. The intent is to distribute more than the 18-19 academic year total of \$2,021,009.46; thus indicating that more students were assessed than in the previous year.	Percent of CTE completers who attained industry certificates increased by 8% in the 18-19 academic year. The baseline data was 43% in 16-17, 50% in 17-18, and 58% in 18-19. The projected outcome is to increase the percentage of industry credential attainment by 8% each year with a projected percentage of attainment in 19-20 at 66%.	Data reported via PowerSchool Finance documentation

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

	students for employment and success.			
Fiscal Year 2020-21				
Problem/Issue	College and career readiness is one of the key expectations of the Profile of the South Carolina graduate. Career and Technical Education is an indicator of preparedness for academic and career success. In South Carolina, especially in rural schools and schools impacted by poverty, career and technical students face significant challenges.			
Goal	Career and Technical Education programs and students will be provided with the resources needed to successfully achieve the high-skill, high-demand needs of business and industry to better prepare students for success in postsecondary and careers. In addition, the students will be provided with the resources needed to succeed at national and industry-approved credentials and certifications.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Provide increased funding to support industry certifications, credentialing, and preparation. Fund at a baseline allocation of \$20,000 per identified LEA so that all districts can provide certification support and access from grades 6-12. Provide additional funding	Districts will be able to implement high-quality career and technical education programs that result in either an end of program credential or a stackable credential given during student matriculation through a career and technical education program of study.	The usage of the \$20,000 allocation per district for industry credentials and/or for industry preparation material The amount distributed to districts with additional funds for those students who take an industry credential examination. Successful administering of stackable credentials beginning at the middle school level.	Percent of CTE completers who attained industry certificates increased by 8% in the 18-19 academic year. The baseline data was 43% in 16-17, 50% in 17-18, and 58% in 18-19. The projected outcome is to increase the percentage of industry credential attainment by 8% each year with a projected percentage of attainment in 19-20 at 66% and 74% in 20-21.	Data reported via PowerSchool Finance documentation

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

for those school districts that assess students on a per pupil base with the remaining funds.	Access to national, local, and statewide industry credentials prepare students for employment and success from grades 6-12.			

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

Research demonstrates that investment in Career and Technology Education (CTE) does the following:

- Increases overall employment outcomes and earnings of participants.
- Mitigate dropout and absentee rates by providing an alternative to the traditional four year baccalaureate degree.
- Become an avenue for working adults in transition between jobs to return to school and get retrained for a new career.
- Increase overall employment outcomes and earnings of participants.

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

No external factors impact implementation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program's impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

The method used to determine the program's impact is first to fund all LEA's at a base allocation of \$10,000 and then to analyze the data to fund the remaining balance to districts based on the number of assessments taken by students. The Percent of CATE completers who attained industry certificates rose from 43% (16-17), 50% (17-18), to 58% (18-19).

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

The funding has created a wealth of opportunity for the students of South Carolina. The implemented baseline allocation of \$10,000 has provided a more equitable distribution of funds that will benefit the rural and poverty areas of the state. The OCTE is working diligently to provide resources and technical assistance for student success with the national and industry certifications and credentials.

District data were monitored through PowerSchool.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **Yes** _____ **X** _____ **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes X No

If "Yes," please describe recommendations below:

Industry Certifications/Credentials

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	3,000,000.00	550,000.00
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources: EIA non-recurring using Proviso 1.94		2,450,000.00
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		0
Total	3,000,000.00	3,000,000.00
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	3,000,000.00	3,000,000.00
Other: Transfers		
Total	3,000,000.00	3,000,000.00
Balance Remaining	-	
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____ the same as appropriated in the current fiscal year's appropriation.

_____ X _____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$550,000
Amount of increase requested in EIA funding for FY 2020-21	\$4,450,000
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$5,000,000

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER	1A.57. SDE-EIA: Industry Certifications/Credentials
	<i>Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").</i>
TITLE	SDE-EIA: Industry Certifications/Credentials
	<i>Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.</i>
BUDGET PROGRAM	VIII.A – Industry Certifications/Credentials
	<i>Identify the associated budget program(s) by name and budget section.</i>
RELATED BUDGET REQUEST	
	<i>Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.</i>
REQUESTED ACTION	Amend
	<i>Choose from: Add, Delete, Amend, or Codify.</i>
OTHER AGENCIES AFFECTED	none

Which other agencies would be affected by the recommended action? How?

EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

The proviso states that funding is allocated in the amount of \$3,000,000 for industry credentials with \$10,000 being distributed to each eligible LEA. Any additional funds are allocated to districts based on the number of industry credential examinations administered. The Office of Career and Technical Education is requesting additional funding to support industry credential attainment while also incentivizing districts who receive credentials in the in demand industry sectors within our state. This would directly support the mandates of SCWINS which allows dual credit attainment in the in demand industry sectors. This would incentivize schools, districts, and individual teachers who either attain or increase attainment of in demand, high wage, and high skill industry credentials.

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

The department requests an increase of \$4,450,000 in recurring EIA funds.

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

1A.57. (SDE-EIA: Industry Certifications/Credentials) Of the funds appropriated for Industry Certifications/Credentials, ~~\$3,000,000~~ **\$5,000,000** must be allocated to school districts based upon the number of national industry exams administered in the prior school year with each district receiving a base amount of ~~\$10,000~~ **\$20,000**. The department will identify the national industry exams that will be funded based upon the job availability in the state. School districts may carry forward funds from the prior fiscal year into the current fiscal year and expend the funds for the cost of national industry exams. The department shall work with the Department of Commerce, the Department of Employment and Workforce, state and local chambers of commerce and economic development offices and the Tech Board to ensure that students are aware of the industry required credentials for current job availability in the state organized by region. Any additional funds appropriated must be allocated to school districts based upon the number of national industry exams/credentials earned in the prior school year, and districts must expend these funds to pay for the cost of industry exams or to support students in preparing for the exams in the current fiscal year.

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Adult Education	Address	1429 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$15,073,736	FY 2020-21 EIA Funding Request	\$15,073,736
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Program Contact	Michael King	Organization	Office of Adult Education
Contact Title	Director	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8300	Contact E-Mail	mrking@ed.sc.gov

Summary of Program:

Adult Education strives to assist adults in the completion of a secondary school education; become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; and assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children.

With the implementation of the Workforce Innovation and Opportunity Act of 2014, Adult Education activities and collaborative efforts with state and local partners have grown tremendously. Adult education services related to career pathway development, digital literacy, workplace literacy, workforce preparation activities, family literacy, integrating education and training, and integrated English literacy and civics education have been enhanced and expanded.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$15,073,736	100 %
Retained by SCDE	\$	%
Allocated to Other Entities (Please Explain)	\$	%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$15,073,736	100 %

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	100 %
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

SC Code Ann. §59-20-50(b), §59-43-30, §59-43-10, §59-63-1350

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

Proviso 1A.27 (SDE-EIA: Adult Education)

1A.38 (SDE-EIA: Assisting, Developing and Evaluating Professional Teaching -ADEPT)

1A.50 (SDE-EIA: South Carolina Public Charter School District Funding)

Regulation(s):

43-259. Adult Education

43-237.1 Adult Education Program

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

	X	Yes	No
1. The company has a clear vision and mission statement.			
2. The company has a strong leadership team.			
3. The company has a solid financial foundation.			
4. The company has a diverse and talented workforce.			
5. The company has a strong reputation in the market.			
6. The company has a clear strategy for growth.			
7. The company has a strong customer base.			
8. The company has a strong brand identity.			
9. The company has a strong commitment to social responsibility.			
10. The company has a strong focus on innovation.			

If yes, please describe: Adult Education is governed by the Federal Workforce Innovation and Opportunity Act of 2014 (Public Law 113-128 113th Congress).

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	A third of 17 to 21-year olds drop out of adult education programs without completing a secondary credential, a career readiness certificate, or an educational functioning level. Local adult education providers served 9,171 17 to 21 year olds.			
Goal	Provide guidance in the interpretation and implementation of the Profile of the SC Graduate, and the Workforce Innovation and Opportunity Act of 2014, that will help develop college and career ready students, and better alignment of adult education activities with other core programs and partners.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
<ul style="list-style-type: none"> • Ensure adult education students meet outcomes. 	<ul style="list-style-type: none"> • Guidance and support from the OAE should assist local programs to increase effectiveness related to student outcomes. 	<ul style="list-style-type: none"> • 48 % of 17-21 year olds met outcomes. 	<ul style="list-style-type: none"> • Adult education quarterly desktop monitoring reports are used to indicate significant progress 	<ul style="list-style-type: none"> • Outcomes are measured by calculating the gain between Pre and Post Test of Adult Basic Education (TABE) assessments.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

<ul style="list-style-type: none"> • Increase the percentage of adult education students continuing in local programs. 	<ul style="list-style-type: none"> • Guidance and support from the OAE should assist local programs increase effectiveness related to student continuing. 	<ul style="list-style-type: none"> • 60% of 17-21 year olds continued. 	<ul style="list-style-type: none"> • Adult education annual monitoring reports are used to indicate significant progress 	<ul style="list-style-type: none"> • Outcomes are calculated by dividing the number of completers by the number that dropped out prior to completing.
<ul style="list-style-type: none"> • Train new adult education employees each school year, and assess the effectiveness of each training 	<ul style="list-style-type: none"> • Ensure new staff members are able to meet standards. 	<ul style="list-style-type: none"> • 58% of new staff were trained in 2018-19. • 93% of new staff trained indicated satisfaction with training. 	<p>Measures and assessment:</p> <ul style="list-style-type: none"> • Bi-annual staff roster reported from local adult education providers • Training attendance forms <p>SCDE survey tool</p>	<ul style="list-style-type: none"> • Outcome measures are calculated by dividing the number of new teachers and educational leaders annually by the number of new teachers and educational leaders trained annually. Effectiveness of the training is calculated by surveying each training for effectiveness

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	Students 17 to 21-year olds drop out of adult education programs without completing a secondary credential, a career readiness certificate, or an educational functioning level. Local adult education providers need guidance and support.			
Goal	Provide guidance in the interpretation and implementation of the Profile of the SC Graduate, and the Workforce Innovation and Opportunity Act of 2014, that will help develop college and career ready students, and better alignment of adult education activities with other core programs and partners.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
<ul style="list-style-type: none"> Ensure adult education students meet outcomes. 	<ul style="list-style-type: none"> Guidance and support from the OAE should assist local programs to increase effectiveness related to student outcomes. 	<ul style="list-style-type: none"> The goal is for 58% of 17-21 year olds to meet outcomes. 	<ul style="list-style-type: none"> Adult education quarterly desktop monitoring reports are used to indicate significant progress 	<ul style="list-style-type: none"> Outcomes are measured by calculating the gain between Pre and Post Test of Adult Basic Education (TABE) assessments, the number who complete high school diploma requirements and pass all sections of the high school equivalency diploma assessment, and those who exit and enter post-secondary education.
Fiscal Year 2020-21				
Problem/Issue	Students 17 to 21-year olds drop out of adult education programs without completing a secondary credential, a career readiness certificate, or an educational functioning level. Local adult education providers need guidance and support.			

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Goal	Provide guidance in the interpretation and implementation of the Profile of the SC Graduate, and the Workforce Innovation and Opportunity Act of 2014, that will help develop college and career ready students, and better alignment of adult education activities with other core programs and partners.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
<ul style="list-style-type: none"> Ensure adult education students meet outcomes. 	<ul style="list-style-type: none"> Guidance and support from the OAE should assist local programs to increase effectiveness related to student outcomes. 	<ul style="list-style-type: none"> The goal is for 59% of 17-21 year olds to meet outcomes. 	<ul style="list-style-type: none"> Adult education quarterly desktop monitoring reports are used to indicate significant progress 	<ul style="list-style-type: none"> Outcomes are measured by calculating the gain between Pre and Post Test of Adult Basic Education (TABE) assessments, the number who complete high school diploma requirements and pass all sections of the high school equivalency diploma assessment, and those who exit and enter post-secondary education.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

- The Workforce Innovation and Opportunity Act (WIOA) requires new compliance monitoring activities, and a competitive grant process. The WIOA is based on current research and best practices in adult education.
- WIOA requires core partners (SCDE-Office of Adult Education, SCDEW-Wagner Peyser, Adult, Youth, and Dislocated Workers, and SCVRD) to develop a State Plan that provides guidance to their local entities in the collaboration and development of career pathways.

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

- No current external factors to report for FY 2019-20 that may impact implementation or outcomes.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program's impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

Adult education programs are reviewed formally through onsite visits, and informally through desktop monitoring by Office of Adult Education (OAE) staff to assess the academic strengths and weaknesses of each program. The OAE determines impact through a study of the performance measures our programs' must strive to achieve. The measures are set by the US Department of Education's Office of Career, Technical, and Adult Education (OCTAE). Data on annual performance measures is submitted to OCTAE.

Each school district adult education program has a College and Career Navigator (CCN) to assist students in their transition to higher education, employment, or the military. The CCN also helps with resume preparation, interviewing skills, job search, college application completion, and visits to colleges and potential employers.

The results for high school equivalency diploma (HSED) testing continue to be strong. The following show outcomes and pass rates for HSED testing over the past few years:

- 2016-2017 – 4,229 individuals passed – 83% pass rate
- 2017-2018 – 4,258 individuals passed – 82% pass rate
- 2018-2019 – 3,911 individuals passed – 80% pass rate

During the 2018-19 school year, 9,171 17 to 21 year olds enrolled in adult education programs. More than seventy-five (75) percent (6,948) participated long enough to generate funding for the adult education program for the 2019-20 school year. Funding levels are determined by student academic performance and attendance. During 2018-19 the number of 17-21 year old students who completed a high school credential totaled 1,934. A total of 1,789 Career Readiness Certificates at the Silver, Gold, or Platinum level were awarded to students between the ages of 17-21. A minimum of 30% of all EIA funds must be spent serving the 17-21 year old population.

EIA Programs Administered by SC Department of Education

Two of adult education's most successful partnerships have been with the SC Department of Social Services (DSS) and the SC Vocational Rehabilitation Department (SCVRD). Since the 2013-14 school year, adult education programs have been providing services to DSS clients receiving SNAP benefits through and Employment and Training initiative and have gathered the following results:

- Over 28,848 SNAP participants served;
- Over 2,139,755 million hours of instruction;
- 2,286 HSED awarded;
- 746 High School Diplomas awarded;
- 7,466 Career Readiness Certificates (CRC) were awarded.

The partnership between adult education and the South Carolina Vocational Rehabilitation Department has been in place for over ten years. From 2010-11 to 2018-19, 7,729 Career Readiness Certificates have been awarded to VR clients after participating in the adult education instructional program. In 2018-19, adult education providers delivered instruction towards the Career Readiness Certificate at 24 Vocational Rehabilitation Training Centers. Four hundred and nine (409) Career Readiness Certificates were awarded to VR participants with 65% at the silver level or above.

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients/ perceptions?

The Office of Adult Education staff are able to run multiple reports from the state-wide adult education data base which provides an accurate picture of each local adult education program. These reports indicate student attendance patterns, student successes (such as GED completion and Career Readiness Certificates earned), ages of adult education students, and the number of students making an educational gain. Low performing adult education programs are provided technical assistance. Local funding allocations are based on multiple performance factors.

The Workforce Innovation and Opportunity Act of 2014 mandates a statewide partnership between Adult Education, Vocational Rehabilitation, and the Department of Employment and Workforce. These three agencies have written a Unified State Plan outlining how services will be coordinated on the state and local level. Each of the 12 Workforce Regions have drafted their own plans. Local plans mirror the statewide plans. Emphasis was placed on providing services to undereducated and underemployed adults. Assisting adults in the completion of a high school diploma which will lead to enrollment in higher education or employment is the main emphasis of this new law.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____X_____ No

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

If “Yes,” please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes X No

If "Yes," please describe recommendations below:

Adult Education

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	15,073,736.00	15,073,736.00
General Fund	500,000.00	500,000.00
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		0
Total	15,573,736.00	15,573,736.00
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	15,573,736.00	15,573,736.00
Other: Transfers		
Total	15,573,736.00	15,573,736.00
Balance Remaining	-	
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

 X The same as appropriated in the current fiscal year's appropriation.

 An increase over the current fiscal year's appropriation.

 A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Aid to Districts	Address	1429 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$24,401,779	FY 2020-21 EIA Funding Request	\$24,401,779
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Program Contact	Nicholas Michael	Organization	Office of Finance
Contact Title	Manager, Financial Services	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8145	Contact E-Mail	nmichael@ed.sc.gov

Summary of Program:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$24,398,655	99.99%
Retained by SCDE	\$3,123.82	%.001
Allocated to Other Entities (Please Explain)	\$	%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$24,401,779	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	100%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: N/A

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act): **1A.30 (SDE-EIA: Aid to Districts)**

1A.32 (SDE-EIA: IDEA Maintenance of Effort)

1A.42 (SDE-EIA: Aid to Districts Draw Down)

Regulation(s): N/A

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

X Yes No

If yes, please describe:

Funds under this Proviso exist to enable the state to meet the Maintenance of State Financial Support under the Individuals with Disabilities Education Act (IDEA), should the state's level of funding made available for special education and related services fall below the preceding year (20 U.S.C. 1412(a)(18)(A) and 34 C.F.R. § 300.163(a)).

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	Funds are needed to meet statewide Maintenance of Effort (MOE) for special education.			
Goal	Meet statewide MOE for special education student funding.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Ensure MOE is met for South Carolina.	State MOE met and districts provided with funding.	100 percent of required IDEA MOE was covered at the state level.	All SC districts were able to provide programs for students with disabilities.	Finance documentation
Ensure MFS Settlement Agreement if completed.	Multiple Activities and Interventions documented in the State's federally-approved spending plan at https://ed.sc.gov/districts-schools/special-education-services/fiscal-and-data-	Multiple Outputs documented in the State's federally-approved spending plan at https://ed.sc.gov/districts-schools/special-education-services/fiscal-and-data-	Improved outcomes for students with disabilities.	External evaluation at 2-points in 3-year period (first due Winter 2018), final due in Fall 2019.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

	services/fiscal-and-data-management-fdm/maintenance-of-state-financial-support-settlement/sc-mfs-settlement-spending-plan-teach/ .	management-fdm/maintenance-of-state-financial-support-settlement/sc-mfs-settlement-spending-plan-teach/ .		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	Funds are needed to meet statewide Maintenance of Effort (MOE) for special education.			
Goal	Meet statewide MOE for special education student funding.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Ensure MOE is met for South Carolina.	State MOE met and districts provided with funding.	Continue to monitor the IDEA MOE compliance after the 45 th day and 135 th day. 100 percent of SC districts provided with additional aid based on per pupil weighting and provision of required safety plans.	Progress is if all SC districts are able to provide programs for students with disabilities.	Finance documentation
Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

used to implement each strategy?)		activities.)	population being served.)	
Ensure MOE is met for South Carolina.	State MOE met and districts provided with funding.	Continue to monitor the IDEA MOE compliance after the 45 th day and 135 th day. 100 percent of SC districts provided with additional aid based on per pupil weighting and provision of required safety plans.	Progress is if all SC districts are able to provide programs for students with disabilities.	Finance documentation

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

Funding allows districts to use best practices in support special education students. Furthermore, funding meets the federal law at 20 U.S.C. 1412(a)(18)(A) and 34 C.F.R. § 300.163(a). For the settlement agreement, extensive research/evidence is captured in the federally-approved spending plan at <https://ed.sc.gov/districts-schools/special-education-services/fiscal-and-data-management-fdm/maintenance-of-state-financial-support-settlement/sc-mfs-settlement-spending-plan-teach/>.

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

External factors relate to the approved Settlement Agreement between the SC Department of Education, the U.S. Department of Education, and the U.S. Department of Justice, found online at <https://ed.sc.gov/districts-schools/special-education-services/fiscal-and-data-management-fdm/maintenance-of-state-financial-support-settlement/sc-mfs-settlement-spending-plan-teach/>

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

District ability to provide programs for students with disabilities is evaluated by the SC Department of Education; the State is evaluated by the US Department of Education. District outcomes are assumed under EIA statute, which supports provision of services to students with disabilities.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

Allocation of funding is monitored through budget processes of the SCDE Office of Finance. Budget actuals are provided with this report.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **Yes** _____ **X** _____ **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ **X** _____ No

If "Yes," please describe recommendations below:

Aid to Districts

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	24,401,779.00	24,401,779
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	3,123.82
Total	24,401,779.00	24,404,902.82
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	24,398,655.18	24,404,902.82
Other: Transfers		
Total	24,398,655.18	24,404,902.82
Balance Remaining	3,123.82	0
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____X_____ The same as appropriated in the current fiscal year's appropriation.

_____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$24,401,779
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$24,401,779

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Students at Risk of School Failure	Address	1429 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$79,551,723	FY 2020-21 EIA Funding Request	\$79,551,723
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Program Contact	Nancy Williams and Sabrina Moore	Organization	Office of Finance and Office of Student Intervention Services
Contact Title	CFO and Director of OSIS	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8433 (803) 734-8108	Contact E-Mail	smoore@ed.sc.gov nwilliams@ed.sc.gov

Summary of Program:

Funds are allocated to districts and must be used to support students at risk of school failure. Support includes, but is not limited to, academic support, family support, alternative education and alternative commitments for truant students.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$79,551,723	100%
Retained by SCDE	\$	%
Allocated to Other Entities (Please Explain)	\$	%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$79,551,723	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	50%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	50%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

SC Code Ann. 59-1-450, 59-63-1300 through 59-63-1400

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

1A.24 (SDE-EIA: Students at Risk of School Failure)

1A.76 (SDE-EIA: Alternative Commitment to Truancy)

Regulation(s):

43-274

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X _____ No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	Students with significant behavioral challenges who have been expelled from the public school setting have limited options for continuing their education and earning a high school diploma			
Goal	Decrease the dropout rate among students with significant behavioral challenges			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Provided funds to assist all districts in the establishment and operation of an Alternative School Program that will provide appropriate services to students who for behavioral or academic reasons are not benefiting	Allocate EIA funds for <i>Students at Risk of School Failure</i> to all districts, as well as to public charter schools, the Palmetto Unified School District, and the Department of Juvenile Justice	72 Alternative School Programs statewide 9,151 students in grades 1-12 were served in an Alternative School Program.	10,977 credits were earned by students in alternative school programs 533 students served in an alternative school program earned a high school diploma; 15 students earned a GED	End-of-the-year reports provided by program directors

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

from the regular school program or may be interfering with the learning of others.			4, 215 students served in an alternative school program during 2018-19 were promoted to the next grade level for 2019-20	

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Provide funds to assist all districts in the establishment and operation of an Alternative School program that will provide appropriate services to students who for behavioral or academic reasons are not benefiting from the regular school program or may be interfering with the learning of others.	Allocate EIA funds for <i>Students at Risk of School Failure</i> to all districts, as well as to public charter schools, the Palmetto Unified School District, and the Department of Juvenile Justice	Number of Alternative School Programs statewide Number of students in grades 1-12 who are served in an Alternative School Program.	Number of credits earned by students in alternative school programs Number of students served in an alternative school earning a high school diploma or a GED Number of students served in an alternative school program during 2019-20 who are promoted to the next grade level for 2020-21	# of students in alternative programs who are promoted, graduate with a diploma, and graduate on time
Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the	Activities/Intervention (What does the project or program do to make	Outputs (How do you know you are making progress? Include	Outcomes (1-2 years) (How do you know you have made significant	Measures and Assessment Tools (How do you measure

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

goal and implement the program? What resources or investments will be used to implement each strategy?)	progress toward goal and/or address the problem?)	measurable numbers that reflect implementation progress and progress toward completing activities.)	progress? Include measurable numbers that indicate impact on population being served.)	your outputs and outcomes? What are your outcomes or measures?)
Provide funds to assist all districts in the establishment and operation of an Alternative School program that will provide appropriate services to students who for behavioral or academic reasons are not benefiting from the regular school program or may be interfering with the learning of others.	Allocate EIA funds for <i>Students at Risk of School Failure</i> to all districts, as well as to public charter schools, the Palmetto Unified School District, and the Department of Juvenile Justice	Number of Alternative School Programs statewide Number of students in grades 1-12 who are served in an Alternative School Program.	Number of credits earned by students in alternative school programs Number of students served in an alternative school earning a high school diploma or a GED Number of students served in an alternative school program during 2020-21 who are promoted to the next grade level for 2021-22	# of students in alternative programs who are promoted, graduate with a diploma, and graduate on time

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

- The flexible curriculum, smaller class size, lower truancy rate, and low stress environment in an alternative school program can provide a surrounding that fosters better learning.
- The curriculum can normally be adjusted to match the learning pace of the student, which is particularly advantageous for gifted students and those who have difficulty learning.
- The class size in an alternative high school is usually smaller than that of an average school. This allows for a lower teacher to student ratio. The lower ratio facilitates greater interaction between teacher and student and gives the teacher an opportunity to frequently respond to the student's questions.
- Alternative high school education also keeps students from "falling through the cracks" by placing more emphasis on developing the student's strengths instead of maintaining a specific grade-point average.

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

None

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program's impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

- 9,151 students in grades 1-12 were served
- 10,977 credits were earned by students in alternative school programs
- 533 students earned a high school diploma
- 15 students earned a GED
- 4,215 students served during 2018-19 were promoted to the next grade level for 2019-20

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients/ perceptions?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **Yes** _____ **X** _____ **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ **X** _____ No

If "Yes," please describe recommendations below:

Students At Risk of School Failure

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	79,551,723.00	79,551,723.00
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	-
Total	79,551,723.00	79,551,723.00
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	79,551,723.00	79,551,723.00
Other: Transfers		
Total	79,551,723.00	79,551,723.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

 X The same as appropriated in the current fiscal year's appropriation.

 An increase over the current fiscal year's appropriation.

 A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$79,551,723
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$79,551,723

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Arts Curricular Grants	Address	1429 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$1,487,571	FY 2020-21 EIA Funding Request	\$1,487,571
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Program Contact	Gwendolynn Shealy	Organization	Office of Standards and Learning
Contact Title	Education Associate for the Visual and Performing Arts	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-2322	Contact E-Mail	gshealy@ed.sc.gov

Summary of Program:

The purpose of the Arts Curricular Grants (ACIG) is to assist schools and districts in developing and implementing arts initiatives that support quality arts education programs that significantly improve student achievement in the arts. In determining the goals and objectives of the proposed grant, the applicant must address how to improve world class knowledge, world class skills, and life and career characteristics as outlined in the Profile of the South Carolina Graduate. The ACIG featured three grant programs: the Arts Teacher Institute grant, Innovative Arts Works grant (IAW), and the Distinguished Arts Program grant (DAP).

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$1,348,543.69	90.65%
Retained by SCDE	\$22,027.31	1.48%
Allocated to Other Entities USC- Art Assessment (SCAAP)	\$80,000.00	5.38%
Other (GSAH – Summer Arts Institute)	\$37,000.00	2.49%
Other (Please Explain)	\$0	0%
TOTAL:	\$1,487,571.00	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	95%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,) Artists in Residence	5%
Special Education Services	0%
Health (i.e. school nurses, mental health counselors, etc.)	0%
Safety (i.e. school resource officers, etc.)	0%
Vocational	0%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

(i.e. career education, vocational equipment, etc.)	
Facilities & Transportation	0%
District Services	0%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	0%
Adult Education	0%
4K (i.e. Half-Day and Full-Day Programs)	0%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	0%
Teacher Supply Funds	0%
National Board Supplements	0%
Other (Please Explain)	0%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: **S.C. Code Ann. § 59-29-220.**

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

1A.8 (SDE-EIA: Arts in Education)

Regulation(s): **N/A**

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	Schools and districts throughout South Carolina lack the funds and resources to ensure that every student experiences a quality comprehensive arts education, regardless of the student's geographic location or financial circumstances to increase student achievement through standards-based arts instruction and to meet the Profile of the South Carolina Graduate. Districts lack the available resources to provide quality professional development for arts educators to meet state standards for arts education.			
Goal	Assist schools and districts in developing and implementing arts education initiatives that support quality arts education programs to significantly improve student achievement in the areas of knowledge, skills, and life and career characteristics as outlined in the Profile of the South Carolina Graduate and our current state standards for Visual and Performing Arts.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Update and Administer the South Carolina Arts Assessment program for fourth grade students in	Identify strengths and weakness trends in meeting general music and	Twenty-two elementary schools participated in the South Carolina Arts Assessment Program to test their fourth grade students in	Arts Assessment Scores Fourth Grade Music Students:	The Office of Research Evaluation and Measurement Center at the University of South

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

visual arts and music aligned to the <i>2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency</i> through USC Office of Research Evaluation Measurement Center.	visual arts standards for fourth grade students.	visual arts and music to provide an evaluation of weakness and strength trends in standards implementation. <u>Total number of students participating</u> <ul style="list-style-type: none"> Music: 1,469 Visual Arts: 1,470 	Percentages based on 22 schools. <u>Mean Score</u> <ul style="list-style-type: none"> Music: 21.35 (out of 45 possible points) Visual Arts: 26.70 (out of 45 possible points) 	Carolina, College of Education administers the assessment, compiles scores, and prepares a comprehensive analysis in a technical report of fourth grade music and visual arts South Carolina Arts Assessment Program (SCAAP) test results.
The Office of Research Evaluation & Measurement Center at USC along with arts education leaders drafted a program evaluation survey that can be completed by the grants manager every year to collect data on the growth of arts programs and to help determine the effectiveness of DAP grant funding over time.	Identify strength and weakness trends in K-12 arts education programming, track increased access to arts education programs, and determine growth patterns over time.	100% of schools and districts who received ACIG funding through the Distinguished Arts Programs grant will complete the program evaluation survey.	Baseline data was collected from 2018-2019 surveys from 67 schools and 6 school districts who implemented ACIG grant programs. A \$2,000 increase to contractual services this year reflects the pilot testing of this new arts education program evaluation survey.	The Office of Research Evaluation and Measurement Center at the University of South Carolina, College of Education administered the survey, compiled the data, and prepared a comprehensive analysis of the data in a technical report to SCDE.
Provided four technical assistance training sessions after the release of each updated RFP via Adobe Connect for interested grant applicants. Provide support on grants management throughout the year at various professional arts education	Assist Schools, Districts, IHEs, and non-profit Arts Agencies with the grant application submission process. Answer questions for programmatic and fiscal requirements, and explain components of the application narrative.	44 teachers, arts administrators, and arts coordinators participated in 4 technical assistance training sessions.	2 Strategic Arts Planning 10 Innovative Arts Works grants were awarded 71 Distinguished Arts Programs grants were awarded 10 Arts Teacher Institute grants were awarded	Reader and rater scores provide feedback on strengths and weaknesses of individual grant applications. Each grant is read independently by three different grant readers/raters.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

association conferences.				
Distribute funds to schools and school districts under a competitive ACIG grants program (Innovative Arts Works and Distinguished Arts Programs Grants).	Funds and resources to schools and districts directly impact student achievement in knowledge, skills, and life and career characteristics as outlined in the Profile of the South Carolina Graduate.	83 grants were awarded to schools and districts serving 2,899 teachers and 62,508 students. A total of 93 grants were awarded (to include the Arts Teacher Institute Grants) to assist teachers, schools, and districts in developing and implementing arts education initiative that support quality arts education programs to significantly improve student achievement, knowledge, skills, and life and career characteristics as outlined by the Profile of the South Carolina Graduate.	Increased student achievement in the arts through expanded arts programming and standards-based arts instruction, development of skills outlined by the Profile of the South Carolina Graduate, and increased student participation in the arts. Districts implemented programs and courses unique to the schools, implemented programs involving community partnerships, established rigorous arts courses, developed curriculum and assessment, supported outreach programs, and supported in-depth cultural understanding.	Final report information is required for each grant award which included but not limited to the following: a) summary of results; b) how the implementation of the grant was evaluated; c) a list of accomplishments and its impact on student achievement; d) clear description of how the standards were implemented; and e) rationale for actual expenditures.
Provide professional development arts institutes (through the Arts Teachers Institutes grant) approved by the State Department of Education for South Carolina arts teachers, appropriate classroom teachers, and administrators to support	Available resources provide quality professional development for arts educators to meet state standards for arts education.	The SCDE sponsored 10 professional development arts institutes in 2017-18. The arts institutes are held at various locations across South Carolina and most are offered for graduate credit. Arts institutes include topics such as standards implementation, curriculum development and leadership, long	Educators who were enrolled in the arts teacher institutes created standards-based lessons and assessments based on the new 2017 South Carolina College- and Career-Ready Standards for VPA Proficiency to use in the classroom. Twenty-	Surveyed teachers who participated in the institutes. Evaluation of the program is submitted with the final report. The results are used to modify future arts institutes. The grantees are required to provide

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

innovative practices in arts education curriculum, instruction, and assessment in the visual and performing arts aligned with the Profile of the South Carolina Graduate.		range planning, alignment of teaching practices with curriculum, classroom assessment, arts and technology, arts integration, and media production in the arts. In addition, institutes for new teacher training (up to three years), principals of arts schools, and district arts coordinators were provided.	four teachers completed the second of two courses (Curriculum and Instruction for Artistically Gifted and Talented) to obtain an endorsement in teaching artistically gifted and talented students. A total of 271 teachers completed professional development through the Arts Teacher Institute grant. This professional learning prepared teachers from all parts of the state for full implementation year of the new state standards for arts education.	specificity of results and outcomes - holding them more accountable. Final reports are required annually of each grantee and were due July 2018.
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Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	Schools and districts throughout South Carolina lack the funds and resources to ensure that every student experiences a quality comprehensive arts education, regardless of the student's geographic location or financial circumstances to increase student achievement through standards-based arts instruction and to meet the Profile of the South Carolina Graduate. Districts lack the available resources to provide quality professional development for arts educators to meet state standards for arts education.			
Goal	Assist schools and districts in developing and implementing arts education initiatives that support quality arts education programs to significantly improve student achievement in the areas of knowledge, skills, and life and career characteristics as outlined in the Profile of the South Carolina Graduate and our current state standards for Visual and Performing Arts.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Update and Administer the South Carolina Arts Assessment program for fourth grade students in visual arts and music aligned to the <i>2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency</i> through USC Office of Research Evaluation Measurement Center.	Identify strengths and weakness trends in meeting general music and visual arts standards for fourth grade students.	Twenty-two elementary schools will participate in the South Carolina Arts Assessment Program to test their fourth grade students in visual arts and music to provide an evaluation of weakness and strength trends in standards implementation. <u>Total number of students participating</u> <ul style="list-style-type: none"> • Music: TBD • Visual Arts: TBD 	Arts Assessment Scores Fourth Grade Music Students: Percentages based on 22 schools. <u>Mean Score</u> <ul style="list-style-type: none"> • Music: TBD • Visual Arts: TBD 	The Office of Research Evaluation and Measurement Center at the University of South Carolina, College of Education administers the assessment, compiles scores, and prepares a comprehensive analysis in a technical report of fourth grade music and visual arts South Carolina Arts Assessment Program (SCAAP) test results.
The Office of Research Evaluation & Measurement Center at	Identify strength and weakness trends in K-12 arts education	100% of schools and districts who received ACIG funding through the Distinguished Arts Programs	The evaluation survey was completed by 63 schools that received DAP grants,	The Office of Research Evaluation and Measurement Center at

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

USC along with arts education leaders drafted a program evaluation survey that can be completed by the grants manager every year to begin collecting data on the growth of arts programs and to help determine the effectiveness of DAP grant funding over time.	programming, track increased access to arts education programs, and determine growth patterns over time.	grant will complete the program evaluation survey.	including 35 elementary schools, 19 middle school and 11 high schools. The data included overview results across all three levels of schools as well as grade band specific data.	the University of South Carolina, College of Education administered the survey, compiled the data, and prepared a comprehensive analysis of the data in a technical report to SCDE.
Provided four technical assistance training sessions after the release of each updated RFP via Adobe Connect for interested grant applicants. Provide support on grants management throughout the year at various professional arts education association conferences.	Assist Schools, Districts, IHEs, and non-profit Arts Agencies with the grant application submission process. Answer questions for programmatic and fiscal requirements, and explain components of the application narrative.	Over 50 teachers, arts administrators, and arts coordinators participated in 4 technical assistance training sessions.	8 Innovative Arts Works grants were awarded 66 Distinguished Arts Programs grants were awarded Arts Teacher Institute will be granted. Anticipated funding of 10 summer institutes.	Reader and rater scores provide feedback on strengths and weaknesses of individual grant applications. Each grant is read independently by three different grant readers/raters.
Distribute funds to schools and school districts under a competitive ACIG grants program (Innovative Arts Works and Distinguished Arts Programs Grants).	Funds and resources to schools and districts directly impact student achievement in knowledge, skills, and life and career characteristics as outlined in the Profile of the South Carolina Graduate.	74 grants were awarded to schools and districts. Anticipated total of 84 grants will be awarded (to include the Arts Teacher Institute Grants) to assist teachers, schools, and districts in developing and implementing arts education initiative that support quality arts education programs to significantly improve student	Increased student achievement in the arts through expanded arts programming and standards-based arts instruction, development of skills outlined by the Profile of the South Carolina Graduate, and	Final report information is required for each grant award which included but not limited to the following: a) summary of results; b) how the implementation of the grant was evaluated; c) a list of accomplishments and its impact on student

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

		achievement, knowledge, skills, and life and career characteristics as outlined by the Profile of the South Carolina Graduate.	increased student participation in the arts. Districts implemented programs and courses unique to the schools, implemented programs involving community partnerships, established rigorous arts courses, developed curriculum and assessment, supported outreach programs, and supported in-depth cultural understanding.	achievement; d) clear description of how the standards were implemented; and e) rationale for actual expenditures.
Provide professional development arts institutes (through the Arts Teachers Institutes grant) approved by the State Department of Education for South Carolina arts teachers, appropriate classroom teachers, and administrators to support innovative practices in arts education curriculum, instruction, and assessment in the visual and performing arts aligned with the Profile of the South Carolina Graduate.	Available resources provide quality professional development for arts educators to meet state standards for arts education.	The SCDE has funding to sponsor 10 professional development arts institutes. The arts institutes are held at various locations across South Carolina and most are offered for graduate credit. Arts institutes include topics such as standards implementation, curriculum development and leadership, long range planning, alignment of teaching practices with curriculum, classroom assessment, arts and technology, arts integration, and media production in the arts. In addition, institutes for new teacher training (up to three years), principals of arts schools, and district arts coordinators will be provided.	Educators who enroll in the arts teacher institutes will create standards-based lessons and assessments based on the new 2017 South Carolina College- and Career-Ready Standards for VPA Proficiency to use in the classroom. This professional learning will prepare teachers from all parts of the state for full implementation of the new state standards for arts education.	Survey teachers who participated in the institutes. Evaluation of the program is submitted with the final report. The results are used to modify future arts institutes. The grantees are required to provide specificity of results and outcomes - holding them more accountable. Final reports are required annually of each grantee and are due in July.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue	Schools and districts throughout South Carolina lack the funds and resources to ensure that every student experiences a quality comprehensive arts education, regardless of the student's geographic location or financial circumstances to increase student achievement through standards-based arts instruction and to meet the Profile of the South Carolina Graduate. Districts lack the available resources to provide quality professional development for arts educators to meet state standards for arts education.			
Goal	Assist schools and districts in developing and implementing arts education initiatives that support quality arts education programs to significantly improve student achievement in the areas of knowledge, skills, and life and career characteristics as outlined in the Profile of the South Carolina Graduate and our current state standards for Visual and Performing Arts.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Update and Administer the South Carolina Arts Assessment program for fourth grade students in visual arts and music aligned to the <i>2017 South Carolina College- and Career-Ready Standards for Visual and Performing Arts Proficiency</i> through USC Office of Research Evaluation Measurement Center.	Identify strengths and weakness trends in meeting general music and visual arts standards for fourth grade students.	Twenty-two elementary schools participated in the South Carolina Arts Assessment Program to test their fourth grade students in visual arts and music to provide an evaluation of weakness and strength trends in standards implementation. <u>Total number of students participating</u> <ul style="list-style-type: none"> • Music: TBD • Visual Arts: TBD 	Arts Assessment Scores Fourth Grade Music Students: Percentages based on 22 schools. <u>Mean Score</u> <ul style="list-style-type: none"> • Music: TBD • Visual Arts: TBD 	The Office of Research Evaluation and Measurement Center at the University of South Carolina, College of Education administers the assessment, compiles scores, and prepares a comprehensive analysis in a technical report of fourth grade music and visual arts South Carolina Arts Assessment Program (SCAAP) test results.
The Office of Research Evaluation & Measurement Center at	Identify strength and weakness trends in K-12 arts education	100% of schools and districts who received ACIG funding through the Distinguished Arts Programs	Data will be analyzed from current year surveys who implemented ACIG grant	The Office of Research Evaluation and Measurement Center at

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

USC along with arts education leaders drafted a program evaluation survey that can be completed by the grants manager every year to begin collecting data on the growth of arts programs and to help determine the effectiveness of DAP grant funding over time.	programming, track increased access to arts education programs, and determine growth patterns over time.	grant will complete the program evaluation survey.	programs.	the University of South Carolina, College of Education will administer the survey, compile the data, and prepare a comprehensive analysis of the data in a technical report to SCDE.
Provide four technical assistance training sessions after the release of each updated RFP via Adobe Connect for interested grant applicants. Provide support on grants management throughout the year at various professional arts education association conferences.	Assist Schools, Districts, IHEs, and non-profit Arts Agencies with the grant application submission process. Answer questions for programmatic and fiscal requirements, and explain components of the application narrative.	Over 60 teachers, arts administrators, and arts coordinators will participate in 4 technical assistance training sessions.	12 Innovative Arts Works grants awarded 93 Distinguished Arts Programs grants awarded 12 Arts Teacher Institute grants awarded. This expansion and increase in number of schools/districts funded will require an increase in funding.	Reader and rater scores provide feedback on strengths and weaknesses of individual grant applications. Each grant is read independently by three different grant readers/raters.
Distribute funds to schools and school districts under a competitive ACIG grants program (Innovative Arts Works and Distinguished Arts Programs Grants).	Funds and resources to schools and districts directly impact student achievement in knowledge, skills, and life and career characteristics as outlined in the Profile of the South Carolina Graduate.	We would like to award 95 grants to schools and districts. A total of 117 grants would like to be awarded (to include the Arts Teacher Institute Grants) to assist teachers, schools, and districts in developing and implementing arts education initiative that support quality arts education programs to significantly improve student achievement, knowledge, skills,	Increased student achievement in the arts through expanded arts programming and standards-based arts instruction, development of skills outlined by the Profile of the South Carolina Graduate, and increased student participation in the arts.	Final report information is required for each grant award which included but not limited to the following: a) summary of results; b) how the implementation of the grant was evaluated; c) a list of accomplishments and its impact on student achievement; d) clear

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

		and life and career characteristics as outlined by the Profile of the South Carolina Graduate.	Districts implemented programs and courses unique to the schools, implemented programs involving community partnerships, established rigorous arts courses, developed curriculum and assessment, supported outreach programs, and supported in-depth cultural understanding.	description of how the standards were implemented; and e) rationale for actual expenditures.
Provide professional development arts institutes (through the Arts Teachers Institutes grant) approved by the State Department of Education for South Carolina arts teachers, appropriate classroom teachers, and administrators to support innovative practices in arts education curriculum, instruction, and assessment in the visual and performing arts aligned with the Profile of the South Carolina Graduate.	Available resources provide quality professional development for arts educators to meet state standards for arts education.	The SCDE sponsored 12 professional development arts institutes. The arts institutes are held at various locations across South Carolina and most are offered for graduate credit. Arts institutes include topics such as standards implementation, curriculum development and leadership, long range planning, alignment of teaching practices with curriculum, classroom assessment, arts and technology, arts integration, and media production in the arts. In addition, institutes for new teacher training (up to three years), principals of arts schools, and district arts coordinators were provided.	Educators who enroll in the arts teacher institutes will create standards-based lessons and assessments based on the new 2017 South Carolina College- and Career-Ready Standards for VPA Proficiency to use in the classroom.	Survey teachers who participate in the institutes. Evaluation of the program is submitted with the final report. The results are used to modify future arts institutes. The grantees are required to provide specificity of results and outcomes - holding them more accountable. Final reports are required annually of each grantee and will be due in July.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

We need programs that keep students excited and engaged in school while providing them with tools needed in the workforce as outlined by the Profile of the South Carolina Graduate. "Students with high involvement in the arts, including minority and low-income students, performed better in school and stayed in school longer than students with low involvement, the relative advantage increasing over the school years."

President's Committee on the Arts and the Humanities, *Reinvesting in Arts Education: Winning America's Future Through Creative Schools*, Washington, DC, May 2011

Champions of Change (Fiske, 1999) reported seven correlative studies that show the pattern of linkage between high levels of arts participation and higher grades and test scores in math and reading. The Arts Education Partnership (AEP) followed up its original compilation of research with *Critical Links: Learning in the Arts and Student Academic and Social Development* (Deasy, 2002) that reported on 62 separate research studies, including several meta-analyses, many of which found transfer of skills from the arts (visual arts, dance, drama, music, multi-arts) to learning in other subject areas.

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

- Lack of qualified arts educators available to take the place of people who are retiring or leaving the profession.
- Lack of resources to fully implement arts education programs.
- Lack of district funds to send teachers to arts education professional development opportunities to learn best practices and innovative strategies to engage learners.
- Lack of resources to provide teachers the professional development needed to translate student data from the South Carolina Arts Assessment Program into actionable outcomes to increase student achievement.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program's impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

A total of 10 Innovative Arts Works, 2 Strategic Arts Planning, 73 Distinguished Arts Programs, and 10 Arts Teacher Institute grants were awarded.

Increased student achievement in the arts through expanded arts programming, standards-based arts instruction, development of skills outlined by the Profile of the South Carolina Graduate, and increased student participation in the arts were all outcomes of schools who received funding under the Arts Curricular Grant program. Many of the schools receiving grant funds were involved in community partnerships, establishment of rigorous arts courses, curriculum and assessment development, outreach programs, and development of in-depth cultural understanding.

Each Arts Curricular Grant proposal states the following: Needs Assessment, Goals and Objectives aligned to the Needs Assessment, Strategies and Activities aligned to Goals and Objectives, and a summative and formative evaluation that gives the applicant readers and raters clear indications of the planned evaluation. These steps prepare schools and districts to organize their program and set benchmarks to gauge the successful implementation of their strategic arts plans.

The Research Evaluation and Measurement Center at the University of South Carolina Education College, prepares a comprehensive analysis in a technical report of all fourth grade music and visual arts programs participating in the South Carolina Arts Assessment Program (SCAAP). Arts Assessment test results were provided but not limited to the following data: mean scores for the music assessment were 21.35 and mean scores for visual arts were 26.70 out of 45 possible points.

Educators who were enrolled in the arts teacher institutes created standards based lessons and assessments to use in the classroom. Twenty-four teachers completed the second of two courses (Curriculum and Instruction for Artistically Gifted and Talented) to obtain an endorsement in teaching artistically gifted and talented students. A total of 271 teachers completed professional development through the Arts Teacher Institute grant. This professional learning prepared teachers from all parts of the state for full implementation year of the new state standards for arts education.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.
- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients/perceptions?

EIA Programs Administered by SC Department of Education

The goal of the Arts Curricular Innovation grants is to raise student achievement in the arts. The purpose of the Arts Curricular Innovation Grant program is to provide funding to support quality educational programs in the arts based on Arts in Education Model Sites. The funding continues to support the original goal and provides support to develop and implement appropriate curricula, instruction, and assessment based on our current state standards for the Visual and Performing Arts.

The services and activities of the Arts Curricular Innovation grants are going as planned with 81 grants awarded to schools and districts serving 2,899 teachers and 62,508 students for the 2018-2019 fiscal grant cycle. The RFP for the Arts Teacher Institute Grant was revised to fund up to ten different institutes for FY19 to assist teachers, schools, and districts in developing and implementing arts education initiative that support quality arts education programs to significantly improve student achievement, knowledge, skills, and life and career characteristics as outlined by the Profile of the South Carolina Graduate.

The SCDE sponsored 10 professional development arts institutes in 2017-2018, with approximately 271 teachers and administrators who participated. The arts institutes are held at various locations across South Carolina and most are offered for graduate credit. Arts institutes include topics such as standards implementation, curriculum development and leadership, long range planning, alignment of teaching practices with curriculum, classroom assessment, arts and technology, arts integration, and media production in the arts. In addition, institutes for new teacher training (up to three years), principals of arts schools, and district arts coordinators were provided. Through these professional development arts institutes current research and findings in brain research impacting the arts is provided so participants can utilize this research to maximize student learning. Also, participants become reflective teachers so they can effectively assess their own teaching strategies and outcomes and make critical judgments about their teaching and methods to improve their instructional practices. All professional development summer arts institutes are required to include an evaluation component. A synthesis of the participants' evaluations is shared with the program facilitator. The continuation and addition of professional development opportunities are based on these evaluations and teachers' needs.

Twenty-two elementary schools participated in the South Carolina Arts Assessment Program to test their fourth grade students in visual arts and music to provide an evaluation of weakness and strength trends in standards implementation.

Total number of students participating

- Music: 1,469
- Visual Arts: 1,470

44 teachers, arts administrators, and arts coordinators participated in 4 technical assistance training sessions.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **Yes** _____ **X** _____ **No**

If “Yes,” please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ **X** _____ No

If "Yes," please describe recommendations below:

Arts Curricula

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	1,487,571.00	1,487,571.00
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	74,089.00	96,116.31
Total	1,561,660.00	1,583,687.31
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services	80,000.00	80,000.00
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	1,385,543.69	1,503,687.31
Other: Transfers		
Total	1,465,543.69	1,583,687.31
Balance Remaining	96,116.31	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

 X The same as appropriated in the current fiscal year's appropriation.

 An increase over the current fiscal year's appropriation.

 A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$1,487,571.00
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$1,487,571.00

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file** by **12:00 p.m. September 27, 2019**.
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Career and Technology Education	Address	1429 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$20,072,135	FY 2020-21 EIA Funding Request	\$20,072,135
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Program Contact	David Mathis Angel Malone	Organization	Office of Career and Technology Education
Contact Title	Deputy Superintendent Director	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-2577 (803) 734-8412	Contact E-Mail	dmathis@ed.sc.gov amalone@ed.sc.gov

Summary of Program:

Allocations are provided to districts to support district purchase of career and technology (CTE) equipment, modernization of facilities, purchase of needed consumables, provision of work-based learning related to students' career goals, and school selection – through High Schools That Work (HSTW) – whole school reform models focused on graduating students who are college and career ready.

EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$19,947,135	99.38%
Retained by SCDE	\$	%
Allocated to Other Entities (Please Explain)	\$	%
Other (Please Explain) Palmetto Partners for Science and Technology for robotics competition, curriculum, and support	\$125,000	0.62%
Other (Please Explain)	\$	%
TOTAL:	\$20,072,135	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

(i.e. school resource officers, etc.)	
Vocational (i.e. career education, vocational equipment, etc.)	99.38%
Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain) Palmetto Partners for Science and Technology for robotics competition, curriculum, and support	0.62%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

<p>Code of Laws:</p> <p>§59-53-1950, §59-39-100, §59-5-61</p> <p>Chapter 59 of Title 59 – South Carolina Education and Economic Development Act</p>

<p>Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):</p> <p>1A.61. (SDE-EIA: Career and Technology Education)</p> <p>1A.5. (SDE-EIA: Work-Based Learning)</p> <p>1A.33. (SDE-EIA: Career Cluster Industry Partnerships)</p>
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Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1A.16. (SDE-EIA: Dropout Prevention and High Schools That Work Programs)

Regulation(s):

43-232, 43-234, 43-236, 43-272

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

X Yes _____ No _____

If yes, please describe: **SCDE 2019-2020 Work-Based Manual provides guidelines for work-based learning implementation, reporting procedures, and compliance. High Schools that Work is a program through the Southern Regional Education Board.**

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	Career and Technical Education prepares students for college readiness and careers. In South Carolina, approximately 6% of the student population in grades 9-12 are enrolled as concentrators taking two or more CTE courses in a specific career program. Approximately 95% of those students identified as CTE completers graduate on time. The direct correlation between on time graduation, career readiness, and CTE participation suggest that the number of students participating in CTE programs and courses should be significantly higher. The opportunity for access to various careers is significantly lower in rural communities.			
Goal	The percentage of students identified as CTE concentrators will increase through more opportunities of awareness and access. The percentage of those students identified as CTE concentrators will positively impact the graduation rate of CTE completers.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Funding provided to districts on per pupil basis	Districts focus on CTE program implementation	CTE Concentration rate (6%) Graduation Rate (95%)	The graduation rate of the CTE completers	PowerSchool Data Financial Documentation

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	Career and Technical Education prepares students for college readiness and careers. In South Carolina, approximately 6% of the student population in grades 9-12 are enrolled as concentrators taking two or more CTE courses in a specific career program. Approximately 95% of those students identified as CTE completers graduate on time. The direct correlation between on time graduation, career readiness, and CTE participation suggest that the number of students participating in CTE programs and courses should be significantly higher. The opportunity for access to various careers is significantly lower in rural communities.			
Goal	The percentage of students identified as CTE concentrators will increase through more opportunities of awareness and access. The percentage of those students identified as CTE concentrators will positively impact the graduation rate of CTE completers.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Funding provided to districts on per pupil basis Technical Assistance for quality program implementation Additional aid to Rural Districts	Districts focus on CTE program implementation, work based learning, and school reform	CTE Concentration rate at 8% or higher Graduation Rate 95% or higher Industry Credential attainment 58% or higher	CTE concentration rate 8% or higher. Graduation Rate 95% or higher Industry Credential attainment at 66%	PowerSchool Data Financial Documentation
Fiscal Year 2020-21				
Problem/Issue	Career and Technical Education prepares students for college readiness and careers. In South Carolina, approximately 6% of the student population in grades 9-12 are enrolled as concentrators taking two or more CTE courses in a specific career program. Approximately 95% of those students identified as CTE completers graduate on time. The direct correlation			

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

	between on time graduation, career readiness, and CTE participation suggest that the number of students participating in CTE programs and courses should be significantly higher. The opportunity for access to various careers is significantly lower in rural communities.			
Goal	<p>The percentage of students identified as CTE concentrators will increase through more opportunities of awareness and access.</p> <p>The percentage of those students identified as CTE concentrators will positively impact the graduation rate of CTE completers.</p>			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
<p>Funding provided to districts on per pupil basis</p> <p>Technical Assistance for quality program implementation</p> <p>Additional aid to Rural Districts</p>	Districts focus on CTE program implementation, work based learning, and school reform	<p>CTE Concentration rate at 10% or higher</p> <p>Graduation Rate 95% or higher</p> <p>Industry Credential attainment 74% or higher</p>	<p>CTE concentration rate 10% or higher.</p> <p>Graduation Rate 95% or higher</p> <p>Industry Credential attainment at 74% or higher</p>	PowerSchool Data Financial Documentation

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

Career and technical education (CTE) is a critical strategy for preparing youth and adults for careers and addressing the skills gap – a disparity between the skills job-seekers offer and the skills that employers need. States and regions, school districts, and individual institutions are creating innovative CTE programs that pave the way for students and adults to successfully enter the 21st century workforce. Increasing the number of Americans with the education, skills, and training needed for the economy is a multilayered strategy. Some of the steps to achieve this goal include

- making teaching and learning in secondary schools more rigorous, engaging, and relevant;
- ensuring that more students are college and career ready;
- increasing high school graduation rates, especially for lower performing students;
- providing opportunities for youth to learn about and experience careers;
- smoothing the transition to postsecondary success (Balfanz, Bridgeland, Bruce, & Hornig Fox, 2013)

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

External factors that could impact the implementation and/or achievement of outcomes include:

- Access to work-based learning opportunities
- Course scheduling constraints
- Transportation

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program's impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

The method used to determine the program's impact is first to fund all LEA's at per pupil allocation with a minimum of a \$50,000 allocation. Then offer additional assistance to those LEA's categorized as rural. The Percent of CATE completers who attained industry certificates rose from 43% (16-17), 50% (17-18), to 58% (18-19). The graduation rate of CTE completers rose from 92% (17-18) to 95% (18-19), and The CTE concentration rate remained at 6% for 17-18 and 18-19.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

The funding has created a wealth of opportunity for the students of South Carolina. The implemented baseline allocation of \$50,000 has provided a more equitable distribution of funds that will benefit the rural and poverty areas of the state. The OCTE is working diligently to provide resources and technical assistance with concentrated focus on rural schools for the implementation of Quality CTE programs.

District data were monitored through PowerSchool.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **Yes** **X** **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes X No

If "Yes," please describe recommendations below:

Career and Technology Education

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	20,072,135.00	20,072,135
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	-
Total	20,072,135.00	20,072,135.00
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	20,072,135.00	20,072,135.00
Other: Transfers		
Total	20,072,135.00	20,072,135.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

 X The same as appropriated in the current fiscal year's appropriation.

 An increase over the current fiscal year's appropriation.

 A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$20,072,135
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$20,072,135

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Summer Reading Camps	Address	1429 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$7,500,000	FY 2020-21 EIA Funding Request	\$7,500,000
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Program Contact	Quincie Moore	Organization	Office of Early Learning and Literacy (OELL)
Contact Title	Director	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 737-3150	Contact E-Mail	qmoore@ed.sc.gov

Summary of Program:

The South Carolina Read to Succeed Act requires that students who are significantly below third-grade reading proficiency be provided the opportunity to receive quality, intensive instructional services through a summer reading camp, which operates for at least six weeks, four hours a day, four days a week or the equivalent of 96 instructional hours.

During the third nine weeks of school, all third grade students are assessed using a reliable and research-based formative assessment tool. Those students not reading at grade level based on the proficiency cut score determined by the South Carolina Department of Education (SCDE) qualified to attend the summer reading camp. Camps are taught by teachers who are licensed and have documented success in helping students comprehend grade-level texts, as well as experience with working with struggling readers. Parents/guardians were notified within the third nine weeks of school that their child qualified to attend the camp.

Schools and districts are encouraged to partner with county or school libraries, institutions of higher learning, community organizations, faith-based organizations, businesses, pediatrics and family medical practices, and other groups to provide volunteers, mentors tutors, space, or other support to assist with the provision of the summer reading camp. The SCDE is charged with evaluating the effectiveness of summer reading camps.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$7,500,000	100%
Retained by SCDE	\$	%
Allocated to Other Entities (Please Explain)	\$	%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$7,500,000	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds "Allocated to School Districts," please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	100%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: S.C. Code Ann. §59-155-130 (2014)

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

1.58 (SDE: Summer Reading Camps)

1A.56 (SDE-EIA: Reading/Literacy Coaches)—mentions Summer Reading Camps

Regulation(s): **N/A**

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	Third grade students are not reading proficiently on grade level.			
Goal	Mitigate the summer reading loss for third grade students and provide extended opportunities for third grade students to demonstrate grade level proficiency. Establish summer reading camps that provide rigorous strategy-based instruction that supports comprehension, increased student engagement, and the development of the student's self-efficacy in order to become successful readers.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Provide professional development for summer reading camp (SRC) stakeholders in preparation for camp instruction.	Professional development provides SRC site leaders, administrators, reading coaches, and teachers with effective strategies for summer reading camp instruction.	The OELL will organize site visits, professional learning opportunities, and virtual sessions to maximize opportunities for SRC.	Literacy Specialists and the OELL team will reach 100% of participating districts.	100% of districts reached (100% through PLOs and site visits, 93% through OELL webinars and Literacy Symposium for SRC).

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

		stakeholders to receive up to date information.		
Conduct technical assistance sessions for district leaders to explain the importance and expectations for SRC.	State officials are able to communicate key technical information with all district stakeholders.	The OELL will offer multiple technical assistance sessions for SRC site leaders.	Every district will attend at least one technical assistance session, and increased assistance and direction will lead to a 15% decrease in the number of districts that submit late or incorrect SRC data.	93% of districts attended technical assistance sessions; 36% of districts submitted incorrect or incomplete data in 2019 compared to 57% in 2018.
Provide SRC leaders and districts with a research-based self-study guide to help them plan and implement the SRC.	Districts are able to self-check if they have a proper plan in place to ensure that their SRC is implemented with fidelity, and the state is able to target support based on district-identified gaps and needs.	The SCDE will provide districts with a self-study guide created by REL Southeast that allows SRC site leaders to measure preparedness and implementation progress.	75% or more of districts will complete the self-study guide provided by the Office of Early Learning.	Analysis of the REL Summer Reading Camp Self-Study Guide responses The OELL chose to make this self-study guide optional for districts, and therefore did not track it as one of the possible goals.
Maintain support for all Abbeville districts operating summer reading camps.	Maintaining the number of districts receiving support will ensure that teachers receive up to date information on effective strategies.	The OELL will provide SRC support in a variety of ways, including on-site visits, virtual support, and professional learning opportunities.	100% of Abbeville plaintiff districts will receive support from a Literacy Specialist or OELL staff member.	100% received planning support through OELL webinars and Literacy Symposium, 94% received at least one on-site visit during camps.
Increase the percentage of students who demonstrate reading gains during the SRC.	Students who are able to demonstrate successful literacy growth by the end of the SRC will be better prepared for fourth grade.	The OELL will use last year's post-camp achievement data and next year's pre-camp self-study guide to target support and resources for under-performing districts.	70% of students will demonstrate reading gains over the summer.	2018: 63% of tested students demonstrated growth.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	Third grade students are not reading proficiently on grade level.			
Goal	Mitigate the summer reading loss for third grade students and provide extended opportunities for third grade students to demonstrate grade level proficiency. Establish summer reading camps that provide rigorous strategy-based instruction that supports comprehension, increased student engagement, and the development of the student's self-efficacy in order to become successful readers.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Provide professional development for summer reading camp (SRC) stakeholders in preparation for camp instruction.	Professional development provides SRC site leaders, administrators, reading coaches, and teachers with effective strategies for summer reading camp instruction.	The OELL will organize site visits, professional learning opportunities, and virtual sessions to maximize opportunities for SRC stakeholders to receive up to date information.	Literacy Specialists and the OELL team will reach 100% of participating districts.	Communication records, PLO sign-in sheets, Literacy Symposium attendance records and participant survey, and site visit records.
Conduct technical assistance sessions for district leaders to explain the importance and expectations for SRC.	State officials are able to communicate key technical information with all district stakeholders.	The OELL will offer multiple technical assistance sessions for SRC site leaders.	90% of districts will attend at least one technical assistance or PowerSchool training session in preparation for camps.	Session attendance records and post-camp data submissions.
Maintain support for all Abbeville districts operating summer reading camps.	Maintaining the number of districts receiving support will ensure that teachers receive up to date information on effective strategies.	The OELL will provide SRC support in a variety of ways, including on-site visits, virtual support, and professional learning opportunities.	100% of Abbeville plaintiff districts will receive support from a Literacy Specialist or OELL staff member.	SRC Monitoring Tool and site visit records.
Increase the percentage of students who demonstrate	Students who are able to demonstrate successful literacy growth by the end of	The OELL will use last year's post-camp achievement data and next	70% of students will demonstrate reading gains over the summer.	Analysis of post-camp data collection.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

reading gains during the SRC.	the SRC will be better prepared for fourth grade.	year's pre-camp self-study guide to target support and resources for under-performing districts.		
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Fiscal Year 2020-21				
Problem/Issue	Third grade students are not reading proficiently on grade level.			
Goal	Mitigate the summer reading loss for third grade students and provide extended opportunities for third grade students to demonstrate grade level proficiency. Establish summer reading camps that provide rigorous strategy-based instruction that supports comprehension, increased student engagement, and the development of the student's self-efficacy in order to become successful readers.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Provide professional development for summer reading camp (SRC) stakeholders in preparation for camp instruction.	Professional development provides SRC site leaders, administrators, reading coaches, and teachers with effective strategies for summer reading camp instruction.	The OELL will organize site visits, professional learning opportunities, and virtual sessions to maximize opportunities for SRC stakeholders to receive up to date information.	Literacy Specialists and the OELL team will reach 100% of participating districts.	Communication records, PLO sign-in sheets, Literacy Symposium attendance records and participant survey, and site visit records.
Conduct technical assistance sessions for district leaders to explain the importance and expectations for SRC.	State officials are able to communicate key technical information with all district stakeholders.	The OELL will offer multiple technical assistance sessions for SRC site leaders.	90% of districts will attend at least one technical assistance or PowerSchool training session in preparation for camps, and at least 75% of districts will correctly submit required SRC	Session attendance records and post-camp data submissions.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

			data through PowerSchool by the deadline.	
Maintain support for all Abbeville districts operating summer reading camps.	Maintaining the number of districts receiving support will ensure that teachers receive up to date information on effective strategies.	The OELL will provide SRC support in a variety of ways, including on-site visits, virtual support, and professional learning opportunities.	100% of Abbeville plaintiff districts will receive support from a Literacy Specialist or OELL staff member.	SRC Monitoring Tool and site visit records.
Increase the percentage of students who demonstrate reading gains during the SRC.	Students who are able to demonstrate successful literacy growth by the end of the SRC will be better prepared for fourth grade.	The OELL will use last year's post-camp achievement data and next year's pre-camp self-study guide to target support and resources for under-performing districts.	73% of students will demonstrate reading gains over the summer.	Analysis of post-camp data collection.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

- Summer reading camps are a core component of a comprehensive, statewide K-12 reading policy. The Foundation for Excellence in Education suggests that districts should provide multiple opportunities for third grade students to demonstrate the reading skills required for fourth grade promotion, and offer intensive interventions with trained literacy teachers (ExcelinEd, 2018).
- Third grade is a pivotal year for a child's literacy development, as research suggests that once students fall behind in literacy skills in the early years, they often fail to develop proficiency with reading and comprehension in later grades. Students in middle and high school who have difficulty comprehending texts struggle academically in their content area courses. Without effective instructional intervention to improve their reading comprehension in the early grades, these children become the students in our high schools least likely to graduate. Research shows that students reading below grade level at the end of third grade are six times more likely to leave school without a high school diploma (Murnane, Sawhill, and Snow, 2012).
- Studies of successful summer reading camps highlight a few core benefits, including:
 - summer learning programs may help close the achievement gap between low-and higher-income children if done well;
 - programs provide instruction in reading, writing, and math as taught by certified teachers; and
 - programs provide a range of enrichment activities, many provided by community-based organizations that partner with the district (Augustine et al., 2013).
- Additionally, meta analyses of successful camps point to best practices for states and districts to adopt, including:
 - early planning;
 - coordination with schools;
 - community partnerships;
 - research-based implementation; and
 - program evaluation (Borman & Schmidt, 2015).

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

- Some districts have expressed that it is often difficult to find high-quality, literacy-endorsed teachers to work at summer reading camps, particularly in small and rural districts.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program's impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

- SRC Symposium Surveys: The second annual Leaders Making Readers SC Read to Succeed Summer Reading Camp Symposium was held in February 2019 as a collaboration between the SCDE, SC Education Oversight Committee, Richland County Library, South Carolina State Library, and the SC Afterschool Alliance. During this event, district instructional leaders and Summer Reading Camp directors from districts attended to learn and share summer reading camp best practices. Following the symposium, a survey was provided to collect data regarding the value of the breakout sessions, to ascertain the participants' level of confidence to plan and implement a quality Read to Succeed summer camp, and to gauge planning needs for future symposiums by seeking feedback regarding pre-camp needs (staff training, materials, etc.). Additionally, participants provided feedback for topics that could be covered during future Read to Succeed Symposiums.
- Pre-camp data collection: During Read to Succeed Summer Reading Camp Technical Assistance Webinar on February 28, 2019, the Office of Early Learning and Literacy provided instructions as to how to collect pre-camp data using a survey to each district which was due April 5, 2019. Initial data collected in this pre-camp survey included: location(s) of camp sites; dates and hours of the camp; the assessment tool to be used; and the estimated number of students invited. The OELL staff used this information to build the summer support and observation calendar. An additional data entry webinar was held on May 20, 2019.
- Post-camp data collection: Through the Office of Research and Data Analysis (ORDA), districts submitted post-camp data measuring key indicators, such as student attendance, student reading performance, student demographic information, and budget expenditures. This annual data collection allowed the SCDE to assess student grade level mastery and ensured that districts are complying with the retention mandate and good cause exemptions as outlined in the Read to Succeed Act.
- Retention-specific survey: The Office of Early Learning and Literacy disseminated a brief, electronic survey directly to district leaders to gather immediate post-camp data on the number of students retained and the number promoted to fourth grade using a good cause exemption. This survey allowed the department to quickly gauge the number of retentions, both statewide and by district, and provided the office a preliminary set of data to compare to the post-camp survey following the data verification process.

EIA Programs Administered by SC Department of Education

- SRC monitoring tool: The monitoring tool used by Literacy Specialists and the Office of Early Learning staff allows the department to measure the quality of instruction and literacy-rich environment at each visited SRC site. After site visits, department staff provide written feedback and suggested improvements to SRC directors as well as use the collected data to measure district-wide classroom indicators of quality. Additionally, this data is collected and utilized to plan upcoming professional opportunities for districts, schools, administrators, and teachers.
- Technical assistance survey: The Office of Early Learning and Literacy hosts a link on the South Carolina Department of Education website where districts and schools can specifically request professional learning opportunities. The link can be found at: https://scde.formstack.com/forms/oell_request_for_assistance_form

The full SCDE Summer Reading Camp report to the State Board of Education and the General Assembly is currently in development and will be available this winter.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.
- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

The statewide Summer Reading Camps continue to be an important tool in bringing struggling readers up to grade level and preventing summer learning slide among our state's underserved students. Each year, the SCDE continues to offer support to an increasing number of districts through targeted and differentiated requests for technical assistance and professional learning opportunities. The OELL staff collaborates as a team; counties share a pair of literacy experts - a literacy specialist and an early learning specialist - who work to provide targeted support to teachers based upon district needs. The OELL office continues to recruit, retain, and coach new and veteran literacy coaches to maintain the office's work with literacy across the state.

In spring 2019, the OELL distributed a pre-camp self-study guide developed by the Regional Educational Laboratory (REL) Southeast to SRC district staff. This optional, research-based guide allows districts to reflect on their planning and preparation for the camps and to identify any gaps or needs before the camps begin. The guide responses also allow SCDE staff to more accurately target their support of districts both before and during the summer.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

In order to better gauge the perceptions and opinions of SRCs, the department is sending a post-camp satisfaction survey to SRC site leaders. The survey will give these key stakeholders an opportunity to reflect on the support they received over the summer from the SCDE and to offer suggestions for how the state could improve or adjust the support given to districts. This data is collected and analyzed by OELL staff annually and shared with the Literacy Symposium Planning Committee.

Additionally, Act 213 of 2018 was signed into law. The South Carolina Multi-Tiered System of Supports (SC MTSS) is in draft and represents the collaboration between SCDE offices to prepare and support districts to implement SC MTSS for total school improvement by providing professional development, coaching and technical assistance, research and evaluation, and communication and visibility that result in improving learning and college and career readiness for all students. This framework will help districts and schools identify those students who are most at risk and personalize their learning plans through intensive academic and/or social emotional supports and identify those students who are at some risk and provide the appropriate supports. This framework allows students to move between the tiers of support and receive interventions within the classroom and during summer reading camps. MTSS is the most effective and efficient approach to improving school outcomes and student performance thereby ensuring equitable access to an education aligned with the Profile of the South Carolina Graduate. Districts and schools can significantly and positively impact student outcomes through the guarantee of outstanding universal teaching with a common purpose of improving student achievement.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **Yes** _____ **X** _____ **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ X _____ No

If "Yes," please describe recommendations below:

Summer Reading Camp

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	7,500,000.00	7,500,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		-
Total	7,500,000.00	7,500,000.00

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment (Transportation)	-	80,000.00
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	7,500,000.00	7,420,000.00
Other: Transfers		
Total	7,500,000.00	7,500,000.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

 X The same as appropriated in the current fiscal year's appropriation.

 An increase over the current fiscal year's appropriation.

 A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Reading Coaches	Address	1429 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$9,922,556	FY 2020-21 EIA Funding Request	\$9,922,556
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Program Contact	Quincie Moore	Organization	Office of Early Learning and Literacy (OELL)
Contact Title	Director	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 737-3150	Contact E-Mail	qmoore@ed.sc.gov

Summary of Program:

The Read to Succeed Coach Initiative provides funding for school-based reading coaches in primary, elementary, and/or middle schools to support student achievement in literacy. The school-based reading coaches attend monthly professional learning opportunities and participate in an online courses taught by the SCDE Literacy Specialists. The professional learning opportunities, held in different locations around the state, and the online course will lead to the Read to Succeed Coach earning his/her R2S Teacher Endorsement as well as the R2S Coach Endorsement, depending on the number of course credit hours he/she earns. Literacy Specialists also offer virtual and onsite support to the school-based reading coaches.

Further, school-based reading coaches receive virtual and on-site support from regionally assigned Literacy Specialists. Coaches also have access to professional books and articles in order to deepen their knowledge of literacy and how to coach their colleagues in order to improve instructional practices. A blended model (virtual and onsite) of support is provided to assist the coaching of school-based reading coaches.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$9,922,556	100%
Retained by SCDE	\$	%
Allocated to Other Entities (Please Explain)	\$	%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$9,922,556	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	100%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: **Title 59, Chapter 155 – South Carolina Read to Succeed Act**

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

1.61 (SDE: Reading/Literacy Coaches)
1A.56 (SDE-EIA: Reading/Literacy Coaches)

Regulation(s): N/A

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

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If yes, please describe: The SCDE has developed guidelines, and each district must submit an annual reading plan and memorandum of agreement (MOA) for each coach to ensure that the coach is being utilized in accordance with the Read to Succeed law. Eligible districts who elect to use coaches as reading interventionists must submit a waiver to ensure compliance with the provisos.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	Low student achievement due to lack of adequate literacy instruction.			
Goal	Provide qualified school-based reading coaches to primary, elementary, and/or middle schools that will serve as job-embedded resources for professional development throughout schools in order to generate improvement in reading and literacy instruction and student achievement.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Allocate funds for Reading/Literacy coaches in primary, elementary, and/or middle schools based on district-identified need.	Reading coaches provide job-embedded support for data-driven instruction which has a positive impact on student achievement.	The SCDE will provide districts with guidance on hiring and placing qualified literacy/reading coaches.	100% of primary or elementary schools receive either a full time literacy/reading coach.	A change in the 2018-19 Reading Coach proviso allowed districts to place coaches at primary and middle schools. 614 coaches were placed in schools statewide, including a mix of primary, elementary, middle, and K-8 schools.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Provide Year One and Year Two teachers with the necessary Literacy Endorsements as facilitated by Literacy Specialists.	Coaches have the increased knowledge and necessary skills to support teachers in their schools in order to improve instructional practices.	Literacy Specialists will provide professional learning sessions for coaches.	100% of Year One and Year Two coaches will receive 60 PD hours toward their R2S Literacy Teacher endorsement and/or 60 PD hours in Principles of Coaching and Action Research in Coaching toward their R2S Coaching Endorsement.	100% of Year One and Year Two coaches will receive 60 PD hours toward their R2S Literacy Teacher endorsement and/or 60 PD hours in Principles of Coaching and Action Research in Coaching toward their R2S Coaching Endorsement.
Literacy Specialists will hold regular meetings with Reading/Literacy Coaches to provide research-based professional development.	Monthly meetings with Literacy Specialists allow coaches a consistent opportunity to collaborate and receive support on implementation of Read to Succeed.	The OELL will organize site visits, professional learning opportunities, and virtual sessions to maximize opportunities for coaches to work directly with Literacy Specialists.	85% of Reading/Literacy Coaches will meet with their Literacy Specialist at least once a month, and 100% of new coaches will receive an on-site monthly visit.	98% of coaches met with their Literacy Specialist through on-site coaching, PLOs, PLCs, district-specific PD, learning walks, meetings with school/district leadership, virtual meetings/eLearning, and research lab schools. 100% of new coaches received a monthly on-site coaching visit.
Encourage frequent communication and updates between Literacy Specialists, principals, and school-based coaches.	Literacy Specialists are able to communicate with principals and school-based coaches about implementation of Read to Succeed in order to improve student achievement.	Literacy specialists will hold initial meetings with principals and coaches to explain roles and responsibilities of literacy coach. Specialists will continue to communicate with principals during on-site visits.	80% of state-funded reading coaches and principals express satisfaction with the communication from Literacy Specialists.	Principal survey was not conducted to cut down on administrator reporting requirements. 97% of reading coaches expressed satisfaction with communication and responsiveness from Literacy Specialists.
Literacy Specialists will provide Reading/Literacy Coaches with access to research-based, current, high quality resources and trainings related to family awareness of and	Parent and family involvement in and knowledge of a child's literacy development is an important part of developing core reading competencies.	The OELL will increase the number and quality of resources that coaches can provide to parents and family members, with an emphasis on at-home access	SCDE early learning web pages, including the newly developed Parent Engagement website, will average 230 or more visits a month.	355 page views a month, on average.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

involvement in children's literacy development.		to information on childhood literacy development.		
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Fiscal Year 2019-20				
Problem/Issue	Low student achievement due to lack of adequate literacy instruction.			
Goal	Provide qualified school-based reading coaches to primary, elementary, and/or middle schools that will serve as job-embedded resources for professional development throughout schools in order to generate improvement in reading and literacy instruction and student achievement.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Allocate funds for Reading/Literacy coaches in primary, elementary, and/or middle schools based on district-identified need; allocate funds for interventionists or supplemental services in eligible schools	Reading coaches provide job-embedded support for data-driven instruction, which has a positive impact on student achievement.	The SCDE will provide districts with guidance on hiring and placing qualified literacy/reading coaches.	At least 600 full-time literacy/reading coaches or eligible interventionists will serve in primary, elementary, and/or middle schools statewide.	Memorandums of Agreement (MOAs) and certification status, interventionist and supplemental services waivers.
Provide Year One and Year Two teachers with the necessary Literacy Endorsements as facilitated by Literacy Specialists.	Coaches have the increased knowledge and necessary skills to support teachers in their schools in order to improve instructional practices.	Literacy Specialists will provide professional learning sessions for coaches.	100% of Year One and Year Two coaches will receive 60 PD hours toward their R2S Literacy Teacher endorsement and/or 60 PD hours in Principles of Coaching and Action Research in	VirtualSC report and Literacy Specialist PLO reports.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

			Coaching toward their R2S Coaching Endorsement.	
Literacy Specialists will hold regular meetings with Palmetto Literacy Project Reading/Literacy Coaches to provide research-based professional development.	Monthly meetings with Literacy Specialists allow coaches a consistent opportunity to collaborate and receive support on implementation of Read to Succeed.	The OELL will organize site visits, professional learning opportunities, and virtual sessions to maximize opportunities for coaches to work directly with Literacy Specialists.	90% of PLP Reading/Literacy Coaches will meet with their Literacy Specialist at least once a month.	Coaching and training records.
Literacy Specialists and OELL staff will provide districts with professional development that is research-based and selected based on demonstrated district needs.	School faculty will have access to PD that supports high-quality literacy instruction and data-driven decision-making.	The OELL will provide PD sessions on various pertinent topics.	80% of districts will participate in OELL PLOs.	PLO meeting records.

Fiscal Year 2020–21				
Problem/Issue	Low student achievement due to lack of adequate literacy instruction.			
Goal	Provide qualified school-based reading coaches to primary, elementary, and/or middle schools that will serve as job-embedded resources for professional development throughout schools in order to generate improvement in reading and literacy instruction and student achievement.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Allocate funds for Reading/Literacy coaches in primary, elementary, and/or	Reading coaches provide job-embedded support for data-driven instruction, which has	The SCDE will provide districts with guidance on	At least 615 full-time literacy/reading coaches or eligible interventionists will serve	Memorandums of Agreement (MOAs) and certification status,

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

middle schools based on district-identified need; allocate funds for interventionists or supplemental services in eligible schools	a positive impact on student achievement.	hiring and placing qualified literacy/reading coaches.	in primary, elementary, and/or middle schools statewide.	interventionist and supplemental services waivers.
Provide Year One and Year Two teachers with the necessary Literacy Endorsements as facilitated by Literacy Specialists.	Coaches have the increased knowledge and necessary skills to support teachers in their schools in order to improve instructional practices.	Literacy Specialists will provide professional learning sessions for coaches.	100% of Year One and Year Two coaches will receive 60 PD hours toward their R2S Literacy Teacher endorsement and/or 60 PD hours in Principles of Coaching and Action Research in Coaching toward their R2S Coaching Endorsement.	VirtualSC report and Literacy Specialist PLO reports.
Literacy Specialists will hold regular meetings with Palmetto Literacy Project Reading/Literacy Coaches to provide research-based professional development.	Monthly meetings with Literacy Specialists allow coaches a consistent opportunity to collaborate and receive support on implementation of Read to Succeed.	The OELL will organize site visits, professional learning opportunities, and virtual sessions to maximize opportunities for coaches to work directly with Literacy Specialists.	95% of PLP Reading/Literacy Coaches will meet with their Literacy Specialist at least once a month.	Coaching and training records.
Literacy Specialists and OELL staff will provide districts with professional development that is research-based and selected based on demonstrated district needs.	School faculty will have access to PD that supports high-quality literacy instruction and data-driven decision-making.	The OELL will provide PD sessions on various pertinent topics.	85% of districts will participate in OELL PLOs.	PLO meeting records.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

Reading/literacy coaches directly impact the most important factor in a classroom: the teacher. Research demonstrates that having school-based literacy coaches can benefit students by improving the level of literacy instruction given by teachers (Bright and Hensley, 2010). The National Academy of Education (2008) provides evidence that professional development, coaching, and mentoring can improve instruction that promotes the retention of highly effective teachers. Additionally, research from REL Southeast and IES found that all of the most rigorous early literacy interventions studied included high levels of ongoing support for educators offering the interventions (REL Southeast, 2017).

The Annenberg Foundation for Education Reform released a comprehensive study on coaching in 2004 that details the core benefits of coaching. These findings suggest that coaching:

- Promotes positive cultural change within a school;
- Increases teachers' use of data to inform practice;
- Promotes the implementation of learning; and
- Supports collective leadership across a school system.

South Carolina-specific research emphasizes the positive impact of coaches on instruction and teacher beliefs. A study following the introduction of school-based literacy coaches in districts found that teachers' beliefs and classroom practices became more consistently aligned with the best practices set forth by the South Carolina Department of Education after working with coaches (Stephens et al., 2011).

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

- The OELL is transitioning during the 2019-20 school year to a new model for serving reading/literacy coaches, with an emphasis on supporting coaches in schools with the largest percentage of students not meeting literacy benchmarks. This change in support is an opportunity for the office to better meet the needs of coaches, teachers, and students, and will also provide an opportunity to align support across other agency divisions in order to cohesively serve districts.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

- Literacy Coach Memorandum of Agreement with Districts: Each school year, the SCDE distributes a Memorandum of Agreement with school districts on the requirements for hiring literacy coaches using state funding. The memorandum provides the SCDE with endorsement information on each school-based reading/literacy coach to ensure that coaches meet the basic requirements set for by the Read to Succeed Act. For the 2019-20 school year, eligible schools may choose to use their reading coach allocation to hire a reading interventionist or on supplemental literacy services.
- Read to Succeed Coach Endorsement Training: First and second year coaches participate in trainings in order to receive the required literacy coach endorsements. For 2019–20, coaches can take these courses through VirtualSC or through sessions with a Literacy Specialist. The OELL uses these course reports to plan for upcoming trainings and maintain records on all endorsed coaches.
- Literacy Specialist visit records: State literacy specialists document all meetings and professional learning opportunities (PLOs) with school-based reading/literacy coaches and teachers. These records provide a record of engagement with school-based reading/literacy coaches, administrators, and teachers as well as allow the SCDE to measure level of support received by individual school-based reading/literacy coaches across the state.
- Student achievement data records by coaches: Literacy specialists work with school-based reading/literacy coaches to complete consistent data analyses documenting student literacy progress and achievement. These analyses ensure that schools have regular, up-to-date information on students’ literacy development in order to identify needs and gaps that can be addressed through instruction and intervention.
- End-of-year communication surveys: The OELL surveys all reading coaches and principals in the Palmetto Literacy Project to gauge satisfaction about their communication with Literacy Specialists.
- Technical assistance survey: The Office of Early Learning and Literacy (OELL) hosts a link on the SCDE website where districts and schools can specifically request professional learning opportunities. The link can be found at: https://scde.formstack.com/forms/oell_request_for_assistance_form.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.
- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

Literacy coaches are an essential part of the state's goal of bringing struggling readers up to grade level and providing high-quality instruction for all students. The OELL staff collaborates as a team; every county shares a pair of literacy experts - a literacy specialist and an early learning specialist - who work to provide targeted support to coaches and teachers based upon district needs. The OELL office continues to recruit, retain, and coach new and veteran literacy coaches to maintain the office's work with literacy across the state.

Based on the updated reading coach provisos for FY 2019–20, the SCDE is working with districts to place reading coaches in the schools with the highest level of literacy need. While coaches were previously hired to serve in only elementary schools, the updated provisos allow districts to place coaches in primary, elementary, and/or middle schools based on the highest level of literacy need as determined by the 2019–20 SC Ready reading results. Additionally, the updated proviso now allows eligible schools to use their reading coach allocation on a reading interventionist or on supplemental reading services. Using the district reading plans as guidance, literacy specialists and the OELL assist schools as they provide support to teachers to plan for and provide instruction in balanced/structured literacy to meet the needs of all students.

The OELL is transitioning during the 2019–20 school year to a new model for serving reading/literacy coaches, with an emphasis on supporting coaches in schools with the largest percentage of students not meeting literacy benchmarks. This change in support is an opportunity for the office to better meet the needs of coaches, teachers, and students, and will also provide an opportunity to align support across other agency divisions in order to cohesively serve districts. In the summer of 2019, the OELL held trainings led by REL Southeast for over 800 teachers, coaches, and principals from participating schools.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ **X** _____ No

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

If “Yes,” please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ **X** _____ No

If "Yes," please describe recommendations below:

Reading Coaches

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	9,922,556.00	9,922,556
General Fund	29,483,100.00	29,483,100.00
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		-
Total	39,405,656.00	39,405,656.00
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	39,405,656.00	39,405,656.00
Other: Transfers		
Total	39,405,656.00	39,405,656.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____X_____ The same as appropriated in the current fiscal year's appropriation.

_____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file** by **12:00 p.m. September 27, 2019**.
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Education and Economic Development Act (EEDA)	Address	SC Dept of Education 1429 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$8,413,832	FY 2020-21 EIA Funding Request	\$8,413,832
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Program Contact	Sabrina Moore	Organization	Office of Student Intervention Services
Contact Title	Director	Address	SC Dept of Education 1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8433	Contact E-Mail	smoore@ed.sc.gov

Summary of Program:

The Education and Economic Act of 2005 (EEDA) was designed to improve career awareness, development and preparation among students and require the development of a high school curriculum organized around a career cluster system that provides students with strong academic, career, and real-world problem solving skills.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$ 7,911,925.42	94%
Retained by SCDE	\$501,906.58	6%
Allocated to Other Entities (Please Explain)	\$	%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$8,413,832	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	100%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

South Carolina Education and Economic Development Act (EEDA) of 2005, codified at Chapter 59 of Title 50 of the South Carolina Code of Laws

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

- 1.25. (SDE: School Districts and Special Schools Flexibility)
- 1A.14. (SDE-EIA: School Districts and Special Schools Flexibility)
- 1A.43. (SDE-EIA: Education and Economic Development Act Carry Forward)
- 1A.44. (SDE-EIA: EEDA Regional Education Centers)

Regulation(s):

State Board of Education (SBE) Regulation 43-274.1, At-Risk Students

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

If yes, please describe:
The EEDA Coordinating Council

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	Students who graduate from a SC high school are not adequately prepared for college or career.			
Goal	To increase the number of SC graduates who are prepared for college and career.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Require middle and high school counselors and/or career specialists to conduct individual graduation plans for all students in grades 8-12.	Provide funds to districts to support the hiring of career specialists.	100 percent of districts received funding to support the hiring of over 700 career specialists. The amount allocated per FTE is \$47,153.	Over 243,000 individual graduation plans were developed for students in grades 8-12.	Retrieve data from PowerSchool
Require career specialists to assist students in grades 6-12 with various career awareness, exploration,	Provide funds to districts to support the participation of school counselors and/or career	100 percent of districts received funding to purchase necessary career development related supplies/materials and to support	Approximately 300,000 students (duplicated counts) in grades 6-12 participated in	Guidance personnel complete the Career Specialist Accountability Report bi-annually

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

and/or preparation activities.	specialists in career-development related professional development activities.	career development related professional development activities for school counselors and/or career specialists.	approximately 19,000 career awareness, exploration, and preparation activities facilitated by school counseling and guidance personnel between January – May 2019	
Encourage districts to implement evidence-based programs designed to reduce the number of students who drop out or are retained.	Provide funds to districts to support the implementation of evidence-based strategies and models to assist students at risk of academic failure.	30 districts received funding to implement supplemental programs/services for at-risk students.	Over 5,000 students had access to supplemental evidence-based programs and services designed to increase their probability of academic success.	Grantees project plans

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	Students who graduate from a SC high school are not adequately prepared for college or career.			
Goal	To increase the number of SC graduates who are prepared for college and career.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Require middle and high school counselors and/or career specialists to conduct individual graduation plans for all students in grades 8-12.	Provide funds to districts to support the hiring of career specialists.			# of individual graduation plans completed # of districts receiving career specialist funding
Require career specialists to assist students in grades 6-12 with various career awareness, exploration, and/or preparation activities.	Provide funds to districts to support the participation of school counselors and/or career specialists in career-development related professional development activities.			# of students who participate in career-related activities # of districts receiving career-development related funding
Encourage districts to implement evidence-based programs designed to reduce the number of students who drop out or are retained.	Provide funds to districts to support the implementation of evidence-based strategies and models to assist students at risk of academic failure.			# of districts awarded funds to provide supplemental academic and career-related activities for students at risk of failure
Fiscal Year 2020-21				
Problem/Issue	Students who graduate from a SC high school are not adequately prepared for college or career.			

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Goal	To increase the number of SC graduates who are prepared for college and career.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Require middle and high school counselors and/or career specialists to conduct individual graduation plans for all students in grades 8-12.	Provide funds to districts to support the hiring of career specialists.			# of individual graduation plans completed # of districts receiving career specialist funding
Require career specialists to assist students in grades 6-12 with various career awareness, exploration, and/or preparation activities.	Provide funds to districts to support the participation of school counselors and/or career specialists in career-development related activities.			# of students who participate in career-related activities # of districts receiving career-development related funding
Encourage districts to implement evidence-based programs designed to reduce the number of students who drop out or are retained.	Provide funds to districts to support the implementation of evidence-based strategies and models to assist students at risk of academic failure.			# of districts awarded funds to provide supplemental academic and career-related activities for students at risk of failure

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

- The major benefit of a career development process for students is that they get helpful assistance and guidance with their career decisions. They get to know about their own aspirations, objectives and desires and understand how to shape their career.
- By participating in an organized career development process, students can set more realistic career goals and objectives.
- A career development process fosters better communication between students and counselors.

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

None

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

Outcomes are assumed under EAA statute, which supports career development.

Below are the results from the 2018-19 Individual Graduation Plan (IGP) Survey:

1313 of counseling personnel participated in the survey.

83% of counseling personnel believe the IGP conferences are beneficial.

16,766 students participated in the survey

92% of students believe the IGP conferences are beneficial.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients/ perceptions?

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **Yes** _____ **X** _____ **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes X No

If "Yes," please describe recommendations below:

EEDA

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	8,413,832.00	8,413,832
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	356,623.73
Total	8,413,832.00	8,770,455.73

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services	74,593.11	75,000.00
Supplies & Materials	55,223.40	60,000.00
Fixed Charges	10,607.70	11,000.00
Travel	4,858.64	5,000.00
Equipment (Transportation)		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	7,911,925.42	8,619,455.73
Other: Transfers		
Total	8,057,208.27	8,770,455.73
Balance Remaining	356,623.73	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____X_____ The same as appropriated in the current fiscal year's appropriation.

_____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$8,413,832
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$ 8,413,832

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Assessment/Testing	Address	1429 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$27,261,400	FY 2020-21 EIA Funding Request	\$27,261,400
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Program Contact	Elizabeth Jones	Organization	Office of Assessment
Contact Title	Director	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	(803)734-8295	Contact E-Mail	ejones@ed.sc.gov

Summary of Program:

The Office of Assessment procures, develops, and administers high quality assessments of educational attainment that provide reliable data that can be used as the basis for drawing valid conclusions about examinee's knowledge and skills, and that meet the highest standards of the educational measurement profession.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$9,121,397.45	33.46%
Retained by SCDE	\$18,129,606.80	67%
Allocated to Other Entities (Please Explain) Governor's Schools	\$10,395.75	.04%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$ 27,261,400	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds "Allocated to School Districts," please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

(i.e. career education, vocational equipment, etc.)	
Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, PSAT, PreACT, and Aspire, IB Exams, SAT, ACT, and Ready to Work assessments)	100%
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

The Educational Accountability Act, Title 59, Chapter 18

Read to Succeed, Title 59, Chapter 155

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

1.58. (SDE: Summer Reading Camps)

1.71. (SDE: Technology Technical Assistance)

1.94. (SDE: Standards-Based Assessments Suspended)

1A.17 (SDE-EIA: Assessment)

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

1A.26 (SDE-EIA: Assessments-Gifted & Talented, Advanced Placement, & International Baccalaureate Exams)

1A.58 (SDE-EIA: 4K Early Literacy Competencies Assessments)

Regulation(s):

R.43-100. Test Security

R. 43-220. Gifted and Talented

R. 43-234. Defined Program, Grades 9-12 and Graduation Requirement

R. 43-262. Assessment Program

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

X Yes _____ No

If yes, please describe:

Federal: Every Student Succeeds Act (ESSA), Individuals with Disabilities Act (IDEA), and US Department of Education Peer Review Guidelines

State: Adoption List of Formative Assessment Evaluation Guidelines (governed by the SC State Board of Education and the SC Education Oversight Committee)

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Procure and manage contracts for development, administration, scoring, and reporting of assessments.	Procured and managed contracts allowing the administration of assessments resulting in valid and reliable scores.	The office managed the administration of thirteen assessment programs through ten testing vendors.	Districts and schools administered sixty-three assessments for students in 4K, 5K, in grades 3-8, and high school.	Outputs and outcomes were measured with data files showing school and district participation and performance.
Funded district-administered assessments.	Districts received funding for the administration of valid and reliable assessments.	The office funded nine assessments administered by school districts.	Districts and schools successfully administered nine assessment programs.	Outputs and outcomes were measured with budget reports showing the disbursement of funds to districts.
Train and work with district staff to assist in successful administration of assessments.	Administered assessments that resulted in valid and reliable scores.	District-level training was provided for 100 percent of the thirteen assessment programs.	All public districts successfully administered all sixty-three assessments.	Outputs and outcomes were measured by records of the numbers of Webinars and face-to-face trainings provided.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Procure and manage contracts for development, administration, scoring, and reporting of assessments.	Procure and manage contracts allowing the administration of assessments resulting in valid and reliable scores.	The office will manage the administration of thirteen assessment programs through ten testing vendors.	Districts and schools administer sixty-three assessments for students in 4K, 5K, in grades 3–8, and high school.	Outputs and outcomes are measured with data files showing school and district participation and performance.
Fund district-administered assessments.	Districts are sent funding for the administration of valid and reliable assessments.	The office will fund nine assessments administered by school districts.	Districts and schools successfully administer nine assessment programs.	Outputs and outcomes are measured with budget reports showing the disbursement of funds to districts.
Train and work with district staff to assist in successful administration of assessments.	Administer assessments that result in valid and reliable scores.	District-level training will be provided for 100 percent of the thirteen assessment programs.	All public districts will successfully administer all sixty-three assessments.	Outputs and outcomes are measured by records of the numbers of Webinars and face-to-face trainings provided.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Procure and manage contracts for development, administration, scoring, and reporting of assessments.	Procure and manage contracts allowing the administration of assessments resulting in valid and reliable scores.	The office will manage the administration of thirteen assessment programs through ten testing vendors.	Districts and schools administer sixty-three assessments for students in 4K, 5K, in grades 3–8, and high school.	Outputs and outcomes are measured with data files showing school and district participation and performance.
Fund district-administered assessments.	Districts are sent funding for the administration of valid and reliable assessments.	The office will fund nine assessments administered by school districts.	Districts and schools successfully administer nine assessment programs.	Outputs and outcomes are measured with budget reports showing the disbursement of funds to districts.
Train and work with district staff to assist in successful administration of assessments.	Administer assessments that result in valid and reliable scores.	District-level training will be provided for 100 percent of the thirteen assessment programs.	All public districts will successfully administer all sixty-three assessments.	Outputs and outcomes are measured by records of the numbers of Webinars and face-to-face trainings provided.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

The state bases decisions and changes and requires contractors to base decisions and changes on many sources, including

- Operational Best Practices for Statewide Large Scale Assessment Programs, published by the Counsel of Chief State School Officers and the Association of Test Publishers;
- Standards for Educational and Psychological Testing, published by The American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education; and
- U. S. Department of Education Peer Review of State Assessment Systems Non-Regulatory Guidance for States.

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

- state and federal legislation,
- state regulations
- Department of Education Peer Review of State Assessment Systems Non-Regulatory Guidance for State

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

Public districts and schools successfully administered sixty-three state assessments to students in prekindergarten through high school. Districts received funding for the administration of nine additional assessments. Districts received assessment scores that can be used along with other data to impact instruction. Assessment scores are also reported publically through the state report cards.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

Since the 1980's, assessment programs have been administered in South Carolina as specified in state and federal laws. Assessments have changed over the years to comply with the laws. The SCDE establishes the assessment procedures to ensure assessment scores are valid and reliable. Surveys each year indicate that participants are satisfied with the procedures.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **X** _____ **Yes** _____ **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

The Education Oversight Committee contracted with HumRRO to evaluate the SC READY and EOCEP assessment programs and approved the tests based on the HumRRO reports. In addition, the U. S. Department of Education has conducting an evaluation (Peer Review) of SC READY. Both evaluations are to ensure that the state assessments are valid.

The HumRRO reports are posted at:

Report #1:

https://www.eoc.sc.gov/Reports%20%20Publications/HumRRO%20reports/SC%20Assess%20Final%20Report%20no.1_Delivered%204_24_2017.pdf

Report #2:

https://www.eoc.sc.gov/Reports%20%20Publications/HumRRO%20reports/Part%20I%20II%20-%20Revised_SC%20Assess%20Report%20-%2020180223.pdf

Report #3 cannot be found on the EOC website.

The latest Peer Review letter is posted at

<https://www2.ed.gov/admins/lead/account/nclbfinalassess/sc3.pdf>.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes X No

If "Yes," please describe recommendations below:

Assessment

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	27,261,400.00	27,261,400
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	8,050,560.38	5,700,607.20
Total	35,311,960.38	32,962,007.20
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service	22,432.96	182,800.00
Contractual Services	19,803,004.44	21,017,320.38
Supplies & Materials	594,997.63	2,488,843.62
Fixed Charges	33,233.13	37,750.00
Travel	17,670.24	37,500.00
Equipment (Transportation)		
Employer Contributions	8,221.58	66,000.00
Allocations to Districts/Schools/Agencies/Entities	9,131,793.20	9,131,793.20
Total	29,611,353.18	32,962,007.20
Balance Remaining	5,700,607.20	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

 X The same as appropriated in the current fiscal year's appropriation.

 An increase over the current fiscal year's appropriation.

 A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$27,261,400
Amount of increase requested in EIA funding for FY 2020-21	\$0
Amount of decrease requested in EIA funding for FY 2020-21	\$0
Total amount of EIA funding requested for FY 2020-21	\$27,261,400

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER	1.91
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Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE	(SDE: Standards-Based Assessments Suspended)
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Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	VIII.A.2 – Assessment/Testing
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	None
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Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

REQUESTED ACTION	Amend
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Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None
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Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

SUMMARY & EXPLANATION	<p>Fiscal year update</p>
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT	<p>None</p>
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Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

1.91. (SDE: Standards-Based Assessments Suspended) In Fiscal Year ~~2019-20~~ **2020-21**, the provisions of Section 59-18-325(C)(3) requiring science standards-based assessments of students in grade eight and social studies standards-based assessments of students in grades five and seven are suspended. Of the funds available due to the suspension of these assessments, \$500,000 must be used by the Department of Education to fund educator professional development regarding the South Carolina Computer Science and Digital Literacy Standards. The remainder of the funds shall be used to pay for industry certification/credentials as approved to measure College/Career Readiness for purposes of the state accountability system.

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

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Program Summary			
EIA-Funded Program Name	Reading	Address	1429 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$3,271,026	FY 2020-21 EIA Funding Request	\$3,271,026
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Program Contact	Quincie Moore	Organization	Office of Early Learning and Literacy (OELL)
Contact Title	Director	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 737-3150	Contact E-Mail	qmoore@ed.sc.gov

Summary of Program:

Reading EIA funds are used to support state and district initiatives to raise achievement in reading and writing for all South Carolina students. Actions are intended to address South Carolina's primary challenges (low student achievement in reading and writing, literacy achievement gaps among demographic groups, summer loss in literacy achievement, and lack of critical elements necessary for high-progress literacy classrooms) and to guide implementation of Read to Succeed as a tool to increase student literacy achievement.

EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts		
Retained by SCDE	\$2,771,026	85%
Allocated to Other Entities (Please Explain) Project Read	\$500,000	15%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$3,271,026	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: **Title 59, Chapter 155 – South Carolina Read to Succeed Act**

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act): **1A.23 (SDE-EIA: Reading)**
1A.56 (SDE-EIA: Project Read)

Regulation(s): **N/A**

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X _____ No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

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- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
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- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018–19				
Problem/Issue	Low student achievement due to lack of adequate literacy instruction.			
Goal	Deliver high quality, ongoing professional learning that supports implementation of Read to Succeed and the best practices associated with academic standards, and promote high-quality, print-rich classrooms.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Provide districts with financial support for increased reading achievement.	Districts are given the flexibility to use funds locally to improve student achievement in reading/literacy.	All districts will be provided with reading funds through allocations from the SCDE.	100% of districts will receive funds to increase reading achievement.	100% of districts received funding to support literacy efforts.
Provide reading camps and/or schools with funding for student books and	Having a variety of print material is essential for	All reading camps and/or schools will be given the	80% or more of summer reading camps will demonstrate the	90% of districts demonstrated the presence of a print and literacy-rich environment based on site visits.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

materials to support literacy development.	increasing reading proficiency among struggling readers.	flexibility to use funding for literacy materials.	presence of a print-rich environment.	
Provide districts with support to increase reading achievement through regionally assigned literacy specialists.	Literacy Specialists provide consistent support and direction for school-based literacy coaches, and ensure that coaches and teachers statewide are implementing literacy policy with fidelity.	Literacy Specialists will provide professional learning sessions for coaches and regularly communicate goals and expectations.	80% of state-funded reading coaches express satisfaction with Literacy Specialists support.	97% of reading coaches expressed satisfaction with communication and responsiveness from Literacy Specialists.
Continue funding of Tier II and III elementary reading interventions through the Clemson University's Reading Recovery program.	By partnering with the Reading Recovery program, schools are able to provide high-quality literacy interventions for underserved students.	The SCDE will contract with Clemson University's Reading Recovery program.	Over a three-year period ending in 2019-20, 225 or more teachers will receive ongoing support through the Reading Recovery Program.	As of 2018-19, Reading Recovery has served 307 classroom teachers and interventionists.
Assist districts with developing and revising comprehensive reading plans that emphasize elementary, middle, and high school interventions.	Comprehensive reading plans at the district level guide school and district leaders as they select and implement research-based interventions and literacy strategies.	The department will provide feedback and revisions on district reading plans, ensuring that the plans: 1) include all required components as set forth by the Read to Succeed Act; and 2) address tiered interventions at the elementary, middle, and high school levels.	100% of districts will complete comprehensive reading plans with tiered interventions.	100% of districts submitted comprehensive reading plans and received feedback.
Fund work through Reading Partners to support literacy development in targeted schools.	Reading Partners provides students with the individualized support necessary to read at grade level by 4th grade.	Identified schools will be provided with services through Reading Partners.	850 students will be served by Reading Partners.	909 students served through Reading Partners during the 2018–19 school year.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019–20				
Problem/Issue	Low student achievement due to lack of adequate literacy instruction.			
Goal	Deliver high quality, ongoing professional learning that supports implementation of Read to Succeed and the best practices associated with academic standards, and promote high-quality, print-rich classrooms.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Provide reading camps and/or schools with funding for student books and materials to support literacy development.	Having a variety of print material is essential for increasing reading proficiency among struggling readers.	All reading camps and/or schools will be given the flexibility to use funding for literacy materials.	90% or more of summer reading camps will demonstrate the presence of a print-rich environment.	SRC Monitoring Tool (print-rich environment domain), finance documentation.
Provide districts with support to increase reading achievement through regionally assigned literacy specialists.	Literacy Specialists provide consistent support and direction for school-based literacy coaches, and ensure that coaches and teachers statewide are implementing literacy policy with fidelity.	Literacy Specialists will provide professional learning sessions for coaches and regularly communicate goals and expectations.	85% of state-funded reading coaches express overall satisfaction with Literacy Specialist support.	Annual reading/literacy coach survey.
Continue funding of Tier II and III elementary reading interventions through the Clemson University's Reading Recovery program.	By partnering with the Reading Recovery program, schools are able to provide high-quality literacy interventions for underserved students.	The SCDE will contract with Clemson University's Reading Recovery program.	Over a three-year period ending in 2019-20, 225 or more teachers will receiving ongoing support through the Reading Recovery Program.	Reading Recovery annual report, Ready Recovery Memorandum of Agreement.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Assist districts with developing and revising comprehensive reading plans that emphasize elementary, middle, and high school interventions.	Comprehensive reading plans at the district level guide school and district leaders as they select and implement research-based interventions and literacy strategies.	The department will provide feedback and revisions on district reading plans, ensuring that the plans: 1) include all required components as set forth by the Read to Succeed Act; and 2) address tiered interventions at the elementary, middle, and high school levels.	100% of districts will complete comprehensive reading plans with tiered interventions.	Reading plan analysis and feedback.
Fund work through Reading Partners to support literacy development in targeted schools.	Reading Partners provides students with the individualized support necessary to read at grade level by 4th grade.	Identified schools will be provided with services through Reading Partners.	850 students will be served by Reading Partners.	Reading Partners report, Proviso 3.6 (LEA: FY 2018-19 Lottery Funding).

Fiscal Year 2020–21				
Problem/Issue	Low student achievement due to lack of adequate literacy instruction.			
Goal	Deliver high quality, ongoing professional learning that supports implementation of Read to Succeed and the best practices associated with academic standards, and promote high-quality, print-rich classrooms.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Provide reading camps and/or schools with funding for student books and	Having a variety of print material is essential for	All reading camps and/or schools will be given the	90% or more of summer reading camps will demonstrate the	SRC Monitoring Tool (print-rich environment domain), finance documentation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

materials to support literacy development.	increasing reading proficiency among struggling readers.	flexibility to use funding for literacy materials.	presence of a print-rich environment.	
Provide districts with support to increase reading achievement through regionally assigned literacy specialists.	Literacy Specialists provide consistent support and direction for school-based literacy coaches, and ensure that coaches and teachers statewide are implementing literacy policy with fidelity.	Literacy Specialists will provide professional learning sessions for coaches and regularly communicate goals and expectations.	90% of state-funded reading coaches express overall satisfaction with Literacy Specialist support.	Annual reading/literacy coach survey.
Continue funding of Tier II and III elementary reading interventions through the Clemson University's Reading Recovery program.	By partnering with the Reading Recovery program, schools are able to provide high-quality literacy interventions for underserved students.	The SCDE will contract with Clemson University's Reading Recovery program.	Over a three-year period ending in 2022-2023, the Clemson University RR and Early Literacy Training Center (CUTC) will provide ongoing support for 500 teachers.	Reading Recovery annual report, Ready Recovery Memorandum of Agreement.
Assist districts with developing and revising comprehensive reading plans that emphasize elementary, middle, and high school interventions.	Comprehensive reading plans at the district level guide school and district leaders as they select and implement research-based interventions and literacy strategies.	The department will provide feedback and revisions on district reading plans, ensuring that the plans: 1) include all required components as set forth by the Read to Succeed Act; and 2) address tiered interventions at the elementary, middle, and high school levels.	100% of districts will complete comprehensive reading plans with tiered interventions.	Reading plan analysis and feedback.
Fund work through Reading Partners to support literacy development in targeted schools.	Reading Partners provides students with the individualized support necessary to read at grade level by 4th grade.	Identified schools will be provided with services through Reading Partners.	900 students will be served by Reading Partners.	Reading Partners report, Proviso 3.6 (LEA: FY 2018-19 Lottery Funding).

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

Reading Coach Research

Reading/literacy coaches directly benefit the most important factor in a classroom: the teacher. Research demonstrates that having school-based literacy coaches can benefit students by improving the level of literacy instruction given by teachers (Bright and Hensley, 2010). The National Academy of Education (2008) provides evidence that professional development, coaching, and mentoring can improve instruction that promotes the retention of highly effective teachers. South Carolina-specific research emphasizes the positive impact of coaches on instruction and teacher beliefs. A study following the introduction of school-based literacy coaches in districts found that teachers' beliefs and classroom practices became more consistently aligned with the best practices set forth by the South Carolina Department of Education after working with coaches (Stephens et al., 2011).

Literacy Intervention Research

Third grade is a pivotal year for a child's literacy development, as research suggests that once students fall behind in literacy skills in the early years, they often fail to develop proficiency with reading and comprehension in later grades. Students in middle and high school who have difficulty comprehending texts struggle academically in their content area courses. Without effective instructional intervention to improve their reading comprehension in the early grades, these children become the students in our high schools least likely to graduate. Research shows that students reading below grade level at the end of third grade are six times more likely to leave school without a high school diploma (Murnane, Sawhill, and Snow, 2012). The Foundation for Excellence in Education suggests that districts should provide multiple opportunities for third grade students to demonstrate the reading skills required for fourth grade promotion, and offer intensive interventions with trained literacy teachers (ExcelinEd, 2018). Research from REL Southeast and IES found that all of the most rigorous early literacy interventions studied included high levels of ongoing support for educators offering the interventions (REL Southeast, 2017).

Endorsement and Professional Development Research

Literacy endorsements for teachers, coaches, and specialists ensure that educators statewide are equipped with current, research-based strategies to improve student performance and literacy development. Providing educators with high quality, substantial professional development can increase student achievement by up to 21 percentile points (Yoon et. al., 2007). Short or fragmented professional development is shown to have little or no effect on raising student achievement, while long-term development in the form of endorsements is more likely to lead to student literacy growth (Darling-Hammond et. al., 2009). Research also suggests that professional development and coaching can positively affect teacher retention (National Academy of Education, 2008).

Literacy Plan Research

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

In 2014, South Carolina joined the majority of states who have created statewide literacy plans. Improving literacy performance statewide requires a comprehensive, actionable plan that can be followed by all stakeholders. Additionally, the Every Student Succeeds Act (ESSA) now requires that every state create an annual plan for student achievement and success, including actions and outcomes for literacy growth. Implementing statewide plans requires the distribution of resources and professional support to school and district-level educators.

Statewide literacy plans should:

- address high priority goals;
- summarize core policies and beliefs;
- set an organizational framework for all stakeholders; and
- present a common action plan and timeline (U.S. Department of Education, 2008).

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

None expected.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

- Educator Endorsement Records: Under the Read to Succeed Act, all educators are required to obtain a literacy endorsement. The Office of Early Learning and Literacy (OELL) uses these reports to ensure that teachers are able to access state resources for endorsements and that school-based reading/literacy coaches meet the basic endorsement and certification requirements set forth by the Read to Succeed Act and the annual Reading Coach Memorandum of Agreement with districts.
- Summer Reading Camp monitoring tool: The monitoring tool used by Literacy Specialists and the OELL staff allows the SCDE to measure the quality of instruction and literacy-rich environment at each visited SRC site. After site visits, SCDE staff provide verbal and written feedback and suggested improvements to SRC directors as well as use the collected data to measure district-wide classroom indicators of quality and plan for additional resource allocation. Additionally, this data is collected and utilized to plan upcoming professional opportunities for districts, schools, administrators, and teachers.
- Read to Succeed Coach Endorsement Training: First and second year coaches participate in trainings in order to receive the required literacy coach endorsements. For 2019–20, coaches can take these courses through VirtualSC or through sessions with a Literacy Specialist. The OELL uses these course reports to plan for upcoming trainings and maintain records on all endorsed coaches.
- District Reading Plan Feedback Forms: Each district submits an annual district reading plan to the SCDE in compliance with the Read to Succeed Act. The OELL completes a feedback form for districts to check for policy compliance and to suggest changes or additions. This form also helps OELL plan for future reading plan communications and revisions.
- Student achievement data records by coaches: Literacy specialists work with school-based reading/literacy coaches to complete consistent data analyses documenting student literacy progress and achievement. These analyses ensure that schools have regular, up-to-date information on students’ literacy development in order to identify needs and gaps that can be addressed through instruction and intervention.
- State reporting: In accordance to state law and provisos, the OELL provides annual reports to the Education Oversight Committee, the State Board of Education, and the General Assembly. These reports provide data, augmented by analysis and background information, which inform the public on the status of literacy reform. Early learning and literacy reports, including [CERDEP](#), [Reading Coaches](#), [Reading Partners](#), [State Reading Plan](#), [Summer Reading Camp](#), [Read to Succeed](#) and as well as data compilation for the [NIEER Yearbooks](#) and [SC Profile](#) report.

EIA Programs Administered by SC Department of Education

- Technical assistance survey: The OELL hosts a link on the SCDE website where districts and schools can specifically request professional learning opportunities. The link can be found at: https://scde.formstack.com/forms/oell_request_for_assistance_form

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.
- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

- This current school year is the fourth year the state will use SC Ready as the statewide reading assessment for students in grades 3 through 8. The 2018-2019 school year was the second year of implementation of online SC Ready testing for a majority of districts statewide, and more districts are expected to move to online testing for the upcoming school year.
- Additionally, Act 213 of 2018 was signed into law. The South Carolina Multi-Tiered System of Supports (SC MTSS) is in draft and represents the collaboration between SCDE offices to prepare and support districts to implement SC MTSS for total school improvement by providing professional development, coaching and technical assistance, research and evaluation, and communication and visibility that result in improving learning and college and career readiness for all students. This framework will help districts and schools identify those students who are most at risk and personalize their learning plans through intensive academic and/or social emotional supports and identify those students who are at some risk and provide the appropriate supports. This framework allows students to move between the tiers of support and receive interventions within the classroom and during summer reading camps. MTSS is the most effective and efficient approach to improving school outcomes and student performance thereby ensuring equitable access to an education aligned with the Profile of the South Carolina Graduate. Districts and schools can significantly and positively impact student outcomes through the guarantee of outstanding universal teaching with a common purpose of improving student achievement.
- Read Your Way to the Big Game: The SCDE is again collaborating with the University of South Carolina and Clemson University to promote a statewide reading competition. students. All pre-kindergarten through eighth-grade students who read six books will be entered for the chance to win tickets to the Clemson vs. South Carolina game this November.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **Yes** _____ **X** _____ **No**

If “Yes,” please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ **x** _____ No

If "Yes," please describe recommendations below:

Reading

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	3,271,026.00	3,271,026
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		-
Total	3,271,026.00	3,271,026.00
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service	1,405,938.89	1,435,000.00
Contractual Services	3,682.90	5,000.00
Supplies & Materials	588,012.63	600,000.00
Fixed Charges	41,478.63	350.00
Travel	100,225.54	157,000.00
Equipment	29,008.80	
Employer Contributions	573,685.77	573,676.00
Allocations to Districts/Schools/Agencies/Entities	500,000.00	500,000.00
Other: Transfers		
Total	3,242,033.16	3,271,026.00
Balance Remaining	28,992.84	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____x_____ The same as appropriated in the current fiscal year's appropriation.

_____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Instructional Materials	Address	SC Dept. of Education 301 Greystone Boulevard Columbia, SC 29210

FY 2019-20 EIA Appropriation	\$20,922,839	FY 2020-21 EIA Funding Request	\$50,922,839
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Program Contact	Clare L. Luther	Division/Office	SC Dept. of Education
Contact Title	SC Dept. of Education 301 Greystone Boulevard Columbia, SC 29210	Address	301 Greystone Boulevard Columbia, SC 29210
Contact Phone	Manager	Contact E-Mail	clluther@ed.sc.gov

Summary of Program:

The instructional materials adoption program provides State Board of Education-approved instructional materials for students in grades K–12. The state-adopted materials in print and/or digital formats are funded by subject area on a staggered six-year cycle. Funding includes the purchase of not only newly adopted materials aligned to the appropriate South Carolina College- and Career-Ready Standards and career and technology education course standards but also consumable math and cursive writing materials, science kit refurbishment, and maintaining existing adoption materials.

State-adopted instructional materials are an integral part of ensuring that students complete high school in South Carolina with excellent skills and ready for college and careers.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$3,000,000	14%
Retained by SCDE	\$17,922,839	86%
Allocated to Other Entities (Please Explain)	\$	%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$20,922,839	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other: Refurbishment of Science Kits (Please Explain)	100%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

S.C Code Ann. §59-5-60 and §59-31-550

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act): 1A.19, 1A.57, 3.5

Regulation(s):

Regulation(s): 43-71

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	With limited funding, providing instructional materials needed to meet the increasing demand by schools for print and digital state adopted instructional materials is an ongoing problem.			
Goal	Provide instructional materials (print and digital) for students, grades K–12, in each subject area as adopted by the State Board of Education to ensure that students who complete high school in South Carolina are ready for college and careers.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Review and adopt instructional materials based on alignment to the appropriate standards and that are of high quality to ensure that students who complete high school in SC are ready for college and careers	Ensure recommendations for instructional materials are high-quality	Citizens across the state submit comments during the Public Review process	Number of recommended instructional material programs to the SBE for adoption	SBE recommendations/documentation

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Assist districts and schools with instructional materials selections and orders	Assist districts with the selection of instructional materials and school orders through regional sessions and trainings.	Number of regional information sessions and trainings held to assist districts with the selection and ordering of newly adopted materials and number of school orders placed through web-based ordering system	Number of teachers and administrators participating in trainings/information sessions and number of school orders placed through web-based ordering system	Session/training evaluations
Issue Call for Bids for instructional materials in the subject areas approved by the SBE	Ensure recommendations for instructional materials are high-quality	Number of publishers and vendors submitting bids for the Call for Bids for instructional materials and successfully following the bid process to completion	Stakeholders provided with access to instructional materials for the evaluation process and to determine final recommendations for SBE approval	SBE recommendations/documentation

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	With limited funding, providing instructional materials needed to meet the increasing demand by schools for print and digital state adopted instructional materials is an ongoing problem.			
Goal	Provide instructional materials (print and digital) for students, grades K–12, in each subject area as adopted by the State Board of Education to ensure that students who complete high school in South Carolina are ready for college and careers.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Review and adopt materials based on alignment to the appropriate standards and that are of high quality to ensure that students who complete high school in SC are ready for college and careers	Ensure recommendations for instructional materials are high-quality	Citizens across the state submit comments during the Public Review process	Number of recommended instructional material programs to the SBE for adoption	SBE recommendations/documentation
Assist districts and schools with instructional materials selections and orders	Assist districts with the selection of instructional materials and school orders through regional sessions and trainings.	Number of regional information sessions and trainings held to assist districts with the selection and ordering of newly adopted materials and number of school orders placed through web-based ordering system	Number of teachers and administrators participating in trainings/information sessions and number of school orders placed through web-based ordering system	Session/training evaluations
Issue Call for Bids for instructional materials in the subject areas approved by the SBE	Ensure recommendations for instructional materials are high-quality	Number of publishers and vendors submitting bids for the Call for Bids for instructional materials and successfully following the bid process to completion	Stakeholders provided with access to instructional materials for the evaluation process and to determine final recommendations for SBE approval	SBE recommendations/documentation

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue	With limited funding, providing instructional materials needed to meet the increasing demand by schools for print and digital state adopted instructional materials is an ongoing problem.			
Goal	Provide instructional materials (print and digital) for students, grades K–12, in each subject area as adopted by the State Board of Education to ensure that students who complete high school in South Carolina are ready for college and careers.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Review and adopt materials based on alignment to the appropriate standards and that are of high quality to ensure that students who complete high school in SC are ready for college and careers	Ensure recommendations for instructional materials are high-quality	Citizens across the state submit comments during the public review process	Number of recommended instructional material programs submitted to the SBE for adoption	SBE recommendations/ documentation
Assist districts and schools with instructional materials selections and orders	Assist districts with the selection of instructional materials and school orders through regional sessions and trainings.	Number of regional information sessions and trainings held to assist districts with the selection and ordering of newly adopted materials and number of school orders placed through web-based ordering system	Number of teachers and administrators participating in trainings/information sessions and number of school orders placed through web-based ordering system	Session/training evaluations
Issue Call for Bids for instructional materials in the subject areas approved by the SBE	Ensure recommendations for instructional materials are high-quality	Number of publishers and vendors submitting bids for the Call for Bids for instructional materials and successfully following the bid process to completion	Stakeholders provided with access to instructional materials for the evaluation process and to determine final recommendations for SBE approval	SBE recommendations/ documentation

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

Instructional materials support district best practices and use of research.

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

No external factors influenced implementation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

Outcomes are assumed under EIA statute, which supports instructional improvement. Through the instructional materials adoption process, students are provided with the instructional materials in both print and digital formats that are aligned to the appropriate standards and level of rigor to ensure that upon graduation the students are prepared for college and careers. Each of the state-adopted and newly recommended programs include teacher editions and support materials as well as web-based resources to enhance and aid instruction in the classroom and increase knowledge of teachers in the content area.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients/ perceptions?

- The Curriculum and Instructional Materials Advisory Committee meets annually to determine and submit subject area recommendations for the new adoption cycle to the SBE for approval.
- The Call for Bids for the instructional materials in the SBE-approved areas is issued. The Call contains instructions and information for participating publishers and vendors.
- The bid data from the publishers and vendors is compiled for generating panel recommendations, listing of state adopted materials for districts, and publisher contracts upon adoption.
- Correlations and official instructional material samples (print and digital) are provided to the SCDE and the SBE-appointed Instructional Materials Review Panel members.
- Instructional Materials Review Panels meet in June for orientation and in September to deliberate and make final recommendations on the print and digital materials submitted by the publishers and vendors.
- The public review of recommended instructional material programs is held virtually and at display sites on college and university campuses across the state.
- The Review Panel adoption recommendations are submitted for SBE approval with the summary report of public review comments.
- The SCDE staff works with districts and schools by providing information on newly adopted instructional materials and assisting with the ordering of materials for the new school year.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes X No

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

If “Yes,” please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes X No

If "Yes," please describe recommendations below:

Instructional Materials

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	20,922,839.00	20,922,839
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		24.70
Total	20,922,839.00	20,922,863.70
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services	283,955.05	198,621.70
Supplies & Materials	17,638,859.25	17,724,242.00
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	3,000,000.00	3,000,000.00
Other: Transfers		
Total	20,922,814.30	20,922,863.70
Balance Remaining	24.70	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____ The same as appropriated in the current fiscal year's appropriation.

_____ X An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$20,922,839
Amount of increase requested in EIA funding for FY 2020-21	\$30,000,000
Amount of decrease requested in EIA funding for FY 2020-21	\$0
Total amount of EIA funding requested for FY 2020-21	\$50,922,839

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

If EIA funds are reduced, the availability of newly adopted instructional materials aligned to the appropriate SCCR standards and the CATE course standards would be limited and would significantly influence instructional resources for students and teachers. Schools would continue to use the older print version of the state-adopted materials. However, access to the digital materials would be limited or not available for the older programs that would directly affect students and teachers as dependency on digital and web-based materials has increased significantly.

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	School Safety Program	Address	1429 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$10,000,000	FY 2020-21 EIA Funding Request	\$10,000,000
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Program Contact	Nancy Williams Sabrina Moore	Organization	Finance Office of Student Intervention Services
Contact Title	CFO Director	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8108 (803) 734-8433	Contact E-Mail	nwilliams@ed.sc.gov smoore@ed.sc.gov

Summary of Program:

Proviso 1.86. (SDE: School Safety Program) included below:

Funds appropriated for the School Safety Program and School Resource Officers shall be utilized by the department for the purpose of hiring certified law enforcement officers to serve as a school resource officer for school districts that otherwise would lack the adequate resources to hire their own school resource officers. In making determinations of eligibility the department shall use the most recent index of taxpaying ability as the district's indicator of ability to pay, with districts of the lowest index of taxpaying ability receiving priority consideration. Districts must apply for funding through the department and no districts shall receive an award of more than four certified school resource officer positions. In making awards the department shall provide funding directly to the local law enforcement agency to pay for the cost of the law enforcement officer that will serve as a full-time school resource officer.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$	%
Retained by SCDE	\$321,938.66	16%
Allocated to Other Entities (Please Explain)—law enforcement agencies	\$1,678,061.34	84%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$2,000,0000	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

(i.e. career education, vocational equipment, etc.)	
Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act): Proviso 1.86. (SDE: School Safety Program)

Regulation(s):

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

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1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	Schools lack adequate qualified staff to protect students and staff in the event of school violence			
Goal	To staff all schools with a minimum of one full-time school resource officer			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Provide funds to districts to increase the number of schools staffed with a minimum of one full-time school resource officer	Funds were allocated to local law enforcement agencies serving 38 districts	An increase in the number of schools served by a full-time school resource officer	Funds were allocated to provide 38 schools in 38 districts with full-time school resource officers	Number of schools with full-time school resource officers

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Provide funds to districts to increase the number of schools staffed with a minimum of one full-time school resource officer	Allocate funds to local law enforcement agencies to hire full-time school resource officers to work in schools that do not have full-time school resource officers	An increase in the number of schools served by a full-time school resource officer	Funds are allocated to provide schools with full-time school resource officers	Number of schools with full-time school resource officers
Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Provide funds to districts to increase or maintain the number of schools staffed	Allocate funds to local law enforcement agencies to continue the employment	An increase in the number of schools served by a full-time school resource officer or a	Funds will be allocated to provide schools with full-time school resource	Number of schools with full-time school resource officers

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

with a minimum of one full-time school resource officer	of full-time school resource officers	sustained number of schools served by a full-time school resource officer from the previous year	officers	

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

In the case of school resource officers, the types of benefits that school administrators seek from having police officers working in their schools include:

- Increased safety in and around the schools
- Increased perceptions of safety
- Improved police call response times
- Reductions in truancy
- Fewer distractions from their teachers' teaching and class preparation duties.

Raymond, Barbara. *Assigning Police Officers to Schools*, Response Guide No. 10 (2010)

<https://popcenter.asu.edu/content/assigning-police-officers-schools-0>

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

- The number of qualified law enforcement officers available to serve as school resource officers

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

- The number of schools with a full time school resource officer

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

The program is providing support for districts to increase the number of schools with full time coverage by a qualified school resource officer. Once concern remains the number of qualified school resource officers available to serve in this capacity.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **Yes** _____ **X** _____ **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes X No

If "Yes," please describe recommendations below:

School Safety Program

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA		10,000,000
General Fund	2,000,000.00	1,935,000.00
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		321,938.66
Total	2,000,000.00	12,256,938.66
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	1,678,061.34	12,256,938.66
Other: Transfers		
Total	1,678,061.34	12,256,938.66
Balance Remaining	321,938.66	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

 X* The same as appropriated in the current fiscal year's appropriation.

 An increase over the current fiscal year's appropriation.

 A decrease over the current fiscal year's appropriation.

*** The agency is requesting a \$20,490,000 increase in School Safety funding from the General fund.**

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D – PROVISIO REVISION REQUEST

NUMBER	1A.70
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Cite the proviso according to the renumbered list for FY 2020-21 (or mark “NEW”).

TITLE	(SDE-EIA: School Safety Program)
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Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	VIII.A.4 – School Safety Program
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	None
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Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

REQUESTED ACTION	Amend
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Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None
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Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

1A.70. (SDE-EIA: School Safety Program) Funds appropriated for the School Safety Program and School Resource Officers shall be utilized by the department for the purpose of hiring certified law enforcement officers to serve as a school resource officer for school districts, *including the South Carolina Public Charter School District and schools authorized by an institution of higher learning,* that otherwise would lack the adequate resources to hire their own school resource officers. In making determinations of eligibility the department shall use the most recent index of taxpaying ability as the district's indicator of ability to pay, with districts of the lowest index of taxpaying ability receiving priority consideration. Districts must apply for funding through the department ~~and no districts shall receive an award of more than four certified school resource officer positions.~~ In making awards the department shall provide funding directly to the local law enforcement agency to pay for the cost of the law enforcement officer that will serve as a full-time school resource officer. The department is authorized to carry forward funds and utilize these funds for the same purpose.

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Summary			
EIA-Funded Program Name	EAA Technical Assistance	Address	1429 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$23,801,301	FY 2020-21 EIA Funding Request	\$23,801,301
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Program Contact	Latoya Dixon	Organization	Office of School Transformation
Contact Title	Director	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	(803)734-5849	Contact E-Mail	Indixon@ed.sc.gov

Summary of Program:

Comprehensive Support and Improvement Schools are Title I schools with performance at or below the 5th percentile and any high school with a graduation rate of less than seventy percent. Additionally, any school whose performance is at or below the tenth percentile and is not otherwise identified as a Comprehensive Support and Improvement School, is now categorized as a State Priority School. Comprehensive Support and Improvement Schools and State Priority Schools receive technical assistance through the Education Accountability Act (EAA) S.C. Code Ann. §59-18-1510 and funding as appropriated annually by the general assembly through the Technical Assistance line item. The program monitors schools' *School Renewal Plans* and offers technical assistance through professional learning and leadership support. External review teams evaluate the schools' progress with student achievement and make recommendations for improvement.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file** by **12:00 p.m. September 27, 2019**.
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Funds are allocated to school districts with CSI schools based on the following formula:

- A. $\$110,000.00 + 135 \text{ ADM } <200 = \$75,000.00$
- B. $\$110,000.00 + 135 \text{ ADM } 201-400 = \$90,000.00$
- C. $\$110,000.00 + 135 \text{ ADM } 401-600 = \$115,000.00$
- D. $\$110,000.00 + 135 \text{ ADM } 601-1000+ = \$140,000.00$

Funds are allocated to school districts with State Priority Schools based on the following formula:

- A. $135 \text{ ADM } <200 = \$75,000.00$
- B. $135 \text{ ADM } 201-400 = \$90,000.00$
- C. $135 \text{ ADM } 401-600 = \$115,000.00$
- D. $135 \text{ ADM } 601-1000+ = \$140,000.00$

The funds served 133 schools, which include all schools in the three districts that are currently under declaration of emergency. A detailed list of allocations by school district can be found below:

Abbeville	\$90,000.00
Aiken	\$415,000.00
Allendale	\$490,000.00
Barnwell 29	\$315,750.00
Barnwell 45	\$225,250.00
Beaufort	\$230,000.00
Berkeley	\$230,000.00
Charleston	\$2,535,000.00
Cherokee	\$180,000.00
Chester	\$405,250.00
Chesterfield	\$205,000.00
Clarendon 2	\$115,000.00
Colleton	\$460,000.00
Darlington 01	\$200,000.00
Dillon 04	\$225,000.00

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Dorchester 2	\$140,000.00
Dorchester 4	\$75,000.00
Florence 1	\$800,250.00
Florence 2	\$90,000.00
Florence 3	\$225,250.00
Florence 4	\$450,339.40
Georgetown	\$140,000.00
Greenville	\$810,000.00
Greenwood 51	\$200,000.00
Hampton 2	\$75,000.00
Horry	\$370,000.00
Jasper	\$255,000.00
Kershaw	\$140,000.00
Laurens 55	\$205,000.00
Laurens 56	\$250,000.00
Lee	\$480,000.00
Lexington 1	\$140,000.00
Lexington 2	\$370,000.00
Lexington 4	\$345,000.00
Lexington-Richland 5	\$340,000.00
McCormick	\$200,000.00
Orangeburg 3	\$90,000.00
Orangeburg 5	\$340,000.00
Richland 1	\$935,000.00
Richland 2	\$440,000.00
Spartanburg 7	\$115,000.00
Sumter	\$935,500.00
Williamsburg	\$515,000.00
York 1	\$140,000.00
York 3	\$345,000.00

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

South Carolina Public Charter School District	\$1,000,000.00
Charter Institute at Erskine	\$1,225,000.00
Total Allocations to Districts	\$18,502,589.40

20% of the funds supported the assigned transformation coach salaries, benefits, fringe, and professional learning opportunities for all Comprehensive Support and Improvement Schools. Our program is required to conduct an External Review Team Assessment for all 41 identified Comprehensive Support and Improvement Schools and provide professional learning for all low performing schools.

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$18,502,589.40	78%
Retained by SCDE	\$5,298,711.60	22%
Allocated to Other Entities (Please Explain)	\$0	0%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$23,801,301	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	80%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	20%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%
Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (<i>External Review Team Assessments</i>)	%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: S.C. Code Ann. §59-18-1510, <i>et seq.</i>

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act): 1A.12 (SDE-EIA: Technical Assistance)
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Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Regulation(s):

N/A

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	Low-performing schools need funding and technical assistance to improve student outcomes and educator practice.			
Goal	The SCDE will assist schools in using funding and resources effectively, improving continuously, and ensuring systems are high quality so students are able to meet the Profile of the SC Graduate.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Provided financial resources to support Comprehensive Support and Improvement Schools and State Priority Schools	Ensures that school receive the financial resources needed to support their School Renewal Plan	Number of schools served	100 percent of low-performing schools will receive their technical assistance funds in a timely manner to support their School Renewal Plans.	Budget disbursement timeline Budget evaluation tool
Assist school leadership in developing, implementing, monitoring, and evaluating	Builds capacity in the school leaders in the development of	Number of transformation coaches assigned	100 percent of schools will submit School Renewal Plans aligned with external	Count of schools completing School Renewal Plans submitted

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

School Renewal Plans incorporating school turnaround strategies designed to improve student performance	improvement plans as well as support for monitoring and evaluating implementation based on student outcomes		review team improvement priorities and student outcome data from 2018.	that are aligned with improvement priorities and student outcome data from 2018
Provide schools with targeted support related to their professional learning needs.	Supports teachers in implementing best practices based on the needs of their students and data.	Provide 15 blended professional learning opportunities for all low-performing schools and access to South Carolina School Improvement Resources and the South Carolina Evidence-Based Intervention Guide to all schools.	Attendance rates of principals and/or district liaisons; Participants satisfaction ratings	Attendance logs Feedback Survey Participation Rates in PLOs

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	Low-performing schools need funding and technical assistance to improve student outcomes and educator practice.			
Goal	The SCDE will assist schools in using funding and resources effectively, improving continuously, and ensuring systems are high quality so students are able to meet the Profile of the SC Graduate.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Provided financial resources to support Comprehensive Support and Improvement Schools and State Priority Schools	Ensures that school receive the financial resources needed to support their School Renewal Plan	Number of schools served	100 percent of low-performing schools will receive their technical assistance funds in a timely manner to support their School Renewal Plans.	Budget disbursement timeline Budget evaluation tool
Assist school leadership in developing, implementing, monitoring, and evaluating School Renewal Plans incorporating school turnaround strategies designed to improve student performance	Builds capacity in the school leaders in the development of improvement plans as well as support for monitoring and evaluating implementation based on student outcomes	Number of transformation coaches assigned	100 percent of schools will submit School Renewal Plans aligned with external review team improvement priorities and student outcome data from 2019.	Count of schools completing School Renewal Plans submitted that are aligned with improvement priorities and student outcome data from 2019
Provide schools with targeted support related to their professional learning needs.	Supports teachers in implementing best practices based on the needs of their students and data.	Provide 15 blended professional learning opportunities for all low-performing schools and access to South Carolina School Improvement Resources and the South Carolina Evidence-Based Intervention Guide to all schools.	Attendance rates of principals and/or district liaisons; Participants satisfaction ratings	Attendance logs Feedback Survey Participation Rates in PLOs
Fiscal Year 2020-21				

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Problem/Issue	Low-performing schools need funding and technical assistance to improve student outcomes and educator practice.			
Goal	The SCDE will assist schools in using funding and resources effectively, improving continuously, and ensuring systems are high quality so students are able to meet the Profile of the SC Graduate.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Provided financial resources to support Comprehensive Support and Improvement Schools and State Priority Schools	Ensures that school receive the financial resources needed to support their School Renewal Plan	Number of schools served	100 percent of low-performing schools will receive their technical assistance funds in a timely manner to support their School Renewal Plans.	Budget disbursement timeline Budget evaluation tool
Assist school leadership in developing, implementing, monitoring, and evaluating School Renewal Plans incorporating school turnaround strategies designed to improve student performance	Builds capacity in the school leaders in the development of improvement plans as well as support for monitoring and evaluating implementation based on student outcomes	Number of transformation coaches assigned	100 percent of schools will submit School Renewal Plans aligned with external review team improvement priorities and student outcome data from 2020.	Count of schools completing School Renewal Plans submitted that are aligned with improvement priorities and student outcome data from 2020.
Provide schools with targeted support related to their professional learning needs.	Supports teachers in implementing best practices based on the needs of their students and data.	Provide 15 blended professional learning opportunities for all low-performing schools and access to South Carolina School Improvement Resources and the South Carolina Evidence-Based Intervention Guide to all schools.	Attendance rates of principals and/or district liaisons; Participants satisfaction ratings	Attendance logs Feedback Survey Participation Rates in PLOs

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

- A successful school turnaround requires a systems approach with coherent guidance and support from the state and district to complement the actions of the school; and
- A successful school turnaround is more than the initial jolt of bold changes in structure, authority, and personnel; it includes phases in which effective practices and processes are routinized and sustained.
- Three Domains for Rapid School Improvement:
 - Turnaround Leadership: Prioritize improvement and communicate its urgency; Monitor short and long term goals; Customize and target Support to meet needs
 - Talent Development: Recruit, develop, retain, and sustain talentTarget professional learning opportunitie;Set clear performance expectatios
 - Instructional Transformation: Diagnose & respond to student learning needs; Provide rigorous evidence-based instruction; remove barriers and provide opportunities and access to high-quality instruction.

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

External factors that impact implementation may include:

- Turnover among transformation coaches or termination of the transformation coach program;
- Changes or amendments to the accountability model;
- Timely and quality delivery of targeted professional development opportunities; and
- Turnover and /or shortage of school and district leadership staff.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

The school improvement program focuses on two key areas to determine the program’s impact on participants/recipients: building the capacity of school leaders and advancing student outcomes. To document these measures we collected evidence as it relates to the following:

- The percent of professional learning participants who view the SC School Improvement Model training as effective;
- The percent of school principals who are very satisfied to satisfied with the support of their transformation coach;
- The percent of low-performing schools who submit a School Renewal Plan that is aligned to their improvement priorities and inclusive of evidence-based practices; and
- The percent of low-performing schools demonstrating improvement in student outcomes in English Language Arts and Mathematics.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

The program has not shifted or deviated from the original program plan. Services are going as plan and the intended recipients are receiving services. Having established an updated low-performing list concurrently with the new accountability system going into effect, we will be tracking outcomes and establishing baseline performance using the 2018-2019 school report cards. Participants perceive the services and benefits of our program very useful as evidenced by professional learning opportunity participation and a request for additional professional learning opportunities regarding school improvement for schools that do not meet the low-performing criteria. A variety of methods are employed to understand the perceptions of participants, including, but not limited to: surveys, coaching, and feedback and dialogue.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **Yes** _____ **x** _____ **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ **x** _____ No

If "Yes," please describe recommendations below:

Technical Assistance

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	23,801,301.00	23,801,301
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	194,400.65	580,222.81
Total	23,995,701.65	24,381,523.81
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service	2,710,140.56	4,263,600.00
Contractual Services	618,769.72	2,200,000.00
Supplies & Materials	64,050.64	750,000.00
Fixed Charges	233,981.58	581,523.81
Travel	275,306.63	880,960.00
Equipment	26,362.75	-
Employer Contributions	984,277.56	1,705,440.00
Allocations to Districts/Schools/Agencies/Entities	18,502,589.40	14,000,000.00
Other: Transfers		
Total	23,415,478.84	24,381,523.81
Balance Remaining	580,222.81	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____x_____ The same as appropriated in the current fiscal year's appropriation.

_____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	PowerSchool/Data Collection	Address	1429 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$7,500,000	FY 2020-21 EIA Funding Request	Pending
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Program Contact	Daniel Ralyea	Organization	Office of Research and Data Analysis
Contact Title	Director	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8086	Contact E-Mail	dralyea@ed.sc.gov

Summary of Program:

The South Carolina Department of Education funds and provides training for a data collection system composed of the unique student numbering system (SUNS), an assessment reporting system, and a student information system that is used by all schools, districts, special schools and state operated programs. The data collection system enables the South Carolina Department of Education to maintain a comprehensive data collection and reporting system to conduct data collection, storage, retrieval, and analysis for the purposes of accountability reporting.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$	%
Retained by SCDE	\$7,500,000	100%
Allocated to Other Entities (Please Explain)	\$	%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$7,500,000	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds "Allocated to School Districts," please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: SC Code Ann. §59-18-900

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

- 1.3. (SDE: State Aid to Classrooms)
- 1.8. (SDE: Educational Responsibility/Foster Care)
- 1A.37. (SDE-EIA: PowerSchool Dropout Recovery Data)
- 1.57. (SDE: Full-Day 4K)
- 3.3. (LEA: Student Unique Identifiers)

Regulation(s):

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	A lack of effective data can lead to inappropriate or disproportional funding, poor policy decisions and a poor accountability system.			
Goal	Support stakeholder groups with an effective, efficient and secure data collection and reporting system.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Develop and maintain a data collection schedule that allows for timely decisions.	Automated, more constant schedule reduces the lag in system information.	Data collections will increase from fifteen automated collections throughout the year to a daily collection of changes.	Stakeholders benefit from an effective, efficient, and secure data collection and reporting system. SCDE is now running old system and daily system in parallel	SCDE now documents each submission in a reporting chart and contacts districts
Convert the data repository to a data	A data warehouse reduces the storage and	PowerSchool collection tables are in a warehouse format. Special	Stakeholders benefit from an effective, efficient, and	SCDE has developed a data visualization around

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

warehouse.	maintenance cost by reducing redundancy and inaccuracy of the data being stored.	Education Data will be converted to a data warehouse. SCDE has started the conversion of the assessment database and will be completing the IEP sysytem	secure data collection and reporting system.	student demographics and will develop an extended series of reports

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	The SIS, IEP and Assessment system are all due for procurement			
Goal	Update the data collection system and provide direct access to integrated data to the school district			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
The SIS, IEP and Assessment system require renewal	SCDE completed an RFI and is preparing an RFP	SCDE will issue an RFP after gathering feedback from district stakeholders	SCDE systems will be under contract and implementation will be proceeding	District and state data systems will allow real time (within 24 hours) access to data sources
Pre-K data sources will be included in Data Warehouse	Private First Steps student data will be housed in a free standing database and linked into the data warehouse	The database will be created and private First Steps student data from the past three years will be incorporated	Third grade reading results will be linked to First Steps participants	Data visualizations on public and private first steps programs will be available
Fiscal Year 2020-21				
Problem/Issue	Implementation of procured data collection system and training delivered to districts			
Goal	75% of districts will be participating in new data collection system			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
	Implementation of Data collection (District ODS)	90% of districts will have access to ODS	100% of districts converted to new data system	

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

	Mapping of new district data to data warehouse	Daily district data submissions are received by the department	Data available to classroom teachers and policymakers are reliable and timely	
	Training of districts	Targeted training delivered to School administration, district administration and SIS coordinators	Job embedded training is provided to data system users	

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

High quality aligned systems may require an increase in funding from the General Assembly in order to ensure that data is timely and secure both at the state and district level.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

- Higher quality data.
- Informed-decision making.
- Timely reporting.
- Accountability metrics.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients/ perceptions?

- The agency solicited stakeholder feedback as part of a process to inform a Request for Information on a proposed new system.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ **X** _____ No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ ☒ No

If "Yes," please describe recommendations below:

PowerSchool

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	7,500,000.00	7,500,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		264,424.54
Total	7,500,000.00	7,764,424.54
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service	484,515.57	960,372.00
Contractual Services	1,533,513.23	1,200,000.00
Supplies & Materials	4,996,937.81	5,175,453.54
Fixed Charges	31,946.37	34,550.00
Travel	33,981.24	39,500.00
Equipment	1,809.02	-
Employer Contributions	152,872.22	354,549.00
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers		
Total	7,235,575.46	7,764,424.54
Balance Remaining	264,424.54	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____ The same as appropriated in the current fiscal year's appropriation.

_____ x _____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$7,500,000
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$Pending

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

- It is time for the agency to re-procure the student information system. The agency has a vision for a system that combines several disparate information systems currently being used in districts. This would streamline data entry, improve data quality, result in an operational data store (ODS) at the district level, set districts up with the ability to do district-level longitudinal data systems, provide system hosting to the demand on district technology resources, and unify the data structures along standards-based formats.

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	School Value Added Instrument	Address	1429 Senate Street Columbia SC 29201

FY 2019-20 EIA Appropriation	\$1,400,000	FY 2020-21 EIA Funding Request	\$1,400,000
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Program Contact	Daniel Ralyea	Organization	Office of Research and Data Analysis
Contact Title	Director	Address	1429 Senate Street Columbia SC 29201
Contact Phone	(803) 734-8086	Contact E-Mail	dralyea@ed.sc.gov

Summary of Program:

The Education Accountability Act requires the use of a value-added system to determine the magnitude of student growth for reporting in the school report card.

EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$	%
Retained by SCDE	\$1,400,000	100%
Allocated to Other Entities (Please Explain)	\$	%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$1,400,000	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

S.C Code Ann. §59-18-1960

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act): 1A.69. (SDE-EIA: Value-Added Accountability)

Regulation(s):

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	The Accountability system calls for a Value Added Measure to describe the progress of a school compared to their peers.			
Goal	To calculate the magnitude of student progress or growth at the school level for purposes of state and federal accountability. The system must meaningfully differentiate between schools and optionally provide educator effectiveness to school districts			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
The system must be procured	A accurate description of the needs of the system and the components of an effective training plan	The procurement is in process and will be awarded in September	The system will be in place and the number of districts participating voluntarily in roster verification will increase	Successfully awarding a contract renewable annually for five years
Training must be provided for schools and districts to effectively use the data	A series of trainings in geographically diverse areas to maximize	SCDE worked with the current contractor to offer 18 training opportunities throughout the	Every district will have at least multiple opportunities to receive	SCDE maintains attendance records for each training session and

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

	availability to diverse stakeholders	state. The trainings were offered at a basic and advanced level.	training and there will be at least two people in each district that has attended advanced training	tracks participation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	Protested procurement slowed implementation of new system			
Goal	Develop reporting framework for reporting system			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Integration of growth data rostering into district data system	Utilize SIS API to automatically roster students into growth system	District data will automatically populate rosters for school level roster verification	Automated rostering system will allow roster verification reducing time investment by teachers	25% of school districts will participate in roster verification
Development of web reporting framework	Stakeholder focus groups will identify needs for effective usage of data	Web report interface will be produced	Web access reporting will indicate high use from various geographic locations	60% of school district will log in for data retrieval
Fiscal Year 2020-21				
Problem/Issue	Value added model needs to be introduced at the teacher and classroom level as a effective non-threatening data element			
Goal	Increase teacher level consumption of value added data as a differentiation aid in class rooms			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Web and Face to face training of teachers on	Develop and deliver Web/video explaining	Teacher level training will be available on SCDE website and 16	Increase in the number of teacher including value	15% of teachers will include VAM in their SLOs

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

system features	classroom usage of AM data	regional trainings on assessment and growth data useage will be delivered	added measures in their SLO	

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

- The department is investigating other value-added measures and exploring what might be the best measures of school impact for our state.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program's impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

- Value-added model impacts school ratings on the report cards.
- Training assists schools and teachers in learning what is measured, where data indicates growth is or is not occurring, and focusing efforts on improvement.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients/ perceptions?

- As directed in proviso, the value-added system was procured. The award went to a new vendor.
- The department has worked with that vendor and the EOC to align the current results to those with the old vendor for accountability purposes.
- The department is working to provide additional information and resources to schools and teachers.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **Yes** **X** _____ **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes X No

If "Yes," please describe recommendations below:

School Value Added

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	1,400,000.00	1,400,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	-
Total	1,400,000.00	1,400,000.00
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services	1,400,000.00	1,400,000.00
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers- Assessment		
Total	1,400,000.00	1,400,000.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____X_____ The same as appropriated in the current fiscal year's appropriation.

_____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$ 1,400,000
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$ 1,400,000

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER	1A.63
<i>Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").</i>	
TITLE	(SDE-EIA: Value-Added Accountability)
<i>Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.</i>	
BUDGET PROGRAM	VIII.A.4 – School Value Added Instrument
<i>Identify the associated budget program(s) by name and budget section.</i>	
RELATED BUDGET REQUEST	None
<i>Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.</i>	
REQUESTED ACTION	Delete
<i>Choose from: Add, Delete, Amend, or Codify.</i>	
OTHER AGENCIES AFFECTED	None
<i>Which other agencies would be affected by the recommended action? How?</i>	

EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

The instrument is currently under contract and S.C. Code Ann. §59-18-1960 requires the use of a value-added system.

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

None

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

~~**1A.63.** (SDE EIA: Value Added Accountability) With the funds appropriated for School Value Added Instrument in the current fiscal year the Department of Education shall use the education value added assessment system that was procured and administered in the prior fiscal year to calculate the magnitude of student progress or growth at the school level for purposes of state and federal accountability. At the discretion of the local school district, a district may use the education value added assessment system to evaluate classroom teachers using student progress or growth. The estimates of specific teacher effects on the educational progress of students will not be a public record and shall be made available only to the specific teacher, principal and superintendent. In the current fiscal year, the Department of Education is directed to procure a value added assessment system, which calculates student growth and includes the measurement of magnitude of growth, to be used in future school years that meets the requirements of the state and federal accountability system as defined in Chapter 18 of Title 59 of the 1976 Code.~~

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	EIA Four-Year-Old Childhood	Address	1429 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$15,513,846	FY 2020-21 EIA Funding Request	\$15,513,846
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Program Contact	Quincie Moore	Organization	Office of Early Learning and Literacy (OELL)
Contact Title	Director	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 737-3150	Contact E-Mail	qmoore@ed.sc.gov

Summary of Program:

The EIA Child Development Program (also called EIA 4K) was initiated in 1984 by the South Carolina Education Improvement Act. School districts are legislatively required to offer at least one part-day or half-day pre-K program. South Carolina currently has two state-funded preschool programs administered by the SC Department of Education (SCDE); districts which are not eligible for the South Carolina Early Reading Development and Education Program (CERDEP) full-day 4K funding participate in the EIA 4K program. There are two districts which are eligible for CERDEP, but select not to participate (Horry and Union). They have selected to continue to offer half-day pre-K through the EIA 4K funding. Of the 82 school districts in our state, 19 school districts participate in the EIA 4K program, which is less than 25 percent of districts statewide. These districts set their own eligibility criteria from a state-specified list of risk factors that include low parent education, history of foster care, homelessness, teen parents, and low income. State funding for the EIA 4K districts for half-day 4K is allocated to districts based on the number of kindergarteners who qualify for free or reduced-price lunch in each district. Some districts have expanded the half-day EIA 4K program to provide school-day services using funds from other sources.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$13,513,846	87%
Retained by SCDE	\$2,000,000	13%
Allocated to Other Entities (Please Explain)	\$	%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$15,513,846	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	100%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: **S.C. Code Ann. § 59-139-05 et seq. (2004)**

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

1A.22 (SDE-EIA: 4K Targeting)

1A.58 (SDE-EIA: 4K Early Literacy Competencies Assessments)

Regulation(s): **24 S.C. Code Ann. Regs. 43-264.1 (State Board of Education Regulation)**

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

X Yes No

If yes, please describe: The half-day 4K program has guidelines as specified in regulation 43-264.1.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

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Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	At-risk children need high-quality preparation and support to be kindergarten ready.			
Goal	South Carolina Half-Day Child Development Program (EIA 4K) will provide a quality, evidenced-based program that is literacy rich and developmentally appropriate for at risk four-year-old children to become kindergarten ready.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Provide EIA 4K representatives access to professional development on early childhood curricula and intentional teaching strategies.	Professional development improves quality and evidence base of current programs.	The OELL will offer a variety of in-person and blended professional learning opportunities, and will provide districts with an optional research-based list of approved curricula.	All EIA 4K districts will have access to professional development in Literacy Beginnings with a focus on effective instructional strategies to support the updated, approved curricula list.	100% of EIA districts had access to regional and statewide Early Learning PLOs; 77% of EIA districts attended Early Learning PLOs.
Continue to support the	The SC-ELS provide the	The OELL will offer professional	All EIA 4K districts will have	100% of districts had

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

implementation of new state approved Early Learning Standards (SC-ELS).	field with a progression of early learning and developmental milestones to support effective early learning planning for lessons and instruction.	learning opportunities specifically focused on the new SC-ELS.	access to professional development on the newly approved SC-ELS.	access to regional and statewide Early Learning PLOs; 20% of districts attended regional and statewide training on SC-ELS.
Provide information sessions and technical support to district administrators and teachers.	The technical assistance and on-site support provided will help EIA 4K districts better prepare students for kindergarten.	Districts will be provided with technical support using the site visit monitoring tool, virtual technical assistance, and yearly OELL support sessions.	90% of EIA 4K districts will receive technical support and and/or an on-site monitoring visit from an OELL staff member.	100% of EIA 4K districts received technical support and and/or an on-site monitoring visit from an OELL staff member.
Provide professional development that leads to an increase in 4K students who demonstrate kindergarten readiness.	Providing a focus on the skills and competencies necessary for kindergarten readiness will ensure that 4K classrooms are best preparing students for school success.	The OELL will communicate measures of kindergarten readiness to 4K providers through professional learning opportunities.	45% of kindergarteners will demonstrate kindergarten readiness on the state's assessment (KRA).	37% of incoming kindergarteners demonstrated readiness on KRA.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	At-risk children need high-quality preparation and support to be kindergarten ready.			
Goal	South Carolina Half-Day Child Development Program (EIA 4K) will provide a quality, evidenced-based program that is literacy rich and developmentally appropriate for at risk four-year-old children to become kindergarten ready.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Provide EIA 4K representatives access to professional development on early childhood curricula and intentional teaching strategies.	Professional development improves quality and evidence base of current programs.	The OELL will offer a variety of in-person and blended professional learning opportunities, and will provide districts with an optional research-based list of approved curricula.	All EIA 4K districts will have access to regional and statewide professional development in early childhood instructional strategies, and 80% of EIA 4K districts will participate in at least one EL PLO.	Session attendance records and participant survey feedback.
Provide information sessions and technical support to district administrators and teachers.	The technical assistance and on-site support provided will help EIA 4K districts better prepare students for kindergarten.	Districts will be provided with technical support using the site visit monitoring tool, virtual technical assistance, and yearly OELL support sessions.	90% of EIA 4K districts will receive technical support and and/or an on-site monitoring visit from an OELL staff member.	Site visit records and monitoring tool written feedback.
Provide professional development that leads to an increase in 4K students who demonstrate kindergarten readiness.	Providing a focus on the skills and competencies necessary for kindergarten readiness will ensure that 4K classrooms are best preparing students for school success.	The OELL will communicate measures of kindergarten readiness to 4K providers through professional learning opportunities.	40% of kindergarteners will demonstrate kindergarten readiness on the state's assessment (KRA).	Kindergarten Readiness Assessment (given to kindergarten students during the first 45 days of school).

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue	At-risk children need high-quality preparation and support to be kindergarten ready.			
Goal	South Carolina Half-Day Child Development Program (EIA 4K) will provide a quality, evidenced-based program that is literacy rich and developmentally appropriate for at risk four-year-old children to become kindergarten ready.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Provide EIA 4K representatives access to professional development on early childhood curricula and intentional teaching strategies.	Professional development improves quality and evidence base of current programs.	The OELL will offer a variety of in-person and blended professional learning opportunities, and will provide districts with an optional research-based list of approved curricula.	All EIA 4K districts will have access to regional and statewide professional development in early childhood instructional strategies, and 80% of EIA 4K districts will participate in at least one EL PLO.	Session attendance records and participant survey feedback.
Provide information sessions and technical support to district administrators and teachers.	The technical assistance and on-site support provided will help EIA 4K districts better prepare students for kindergarten.	Districts will be provided with technical support using the site visit monitoring tool, virtual technical assistance, and yearly OELL support sessions.	90% of EIA 4K districts will receive technical support and and/or an on-site monitoring visit from an OELL staff member.	Site visit records and monitoring tool written feedback.
Provide professional development that leads to an increase in 4K students who demonstrate kindergarten readiness.	Providing a focus on the skills and competencies necessary for kindergarten readiness will ensure that 4K classrooms are best preparing students for school success.	The OELL will communicate measures of kindergarten readiness to 4K providers through professional learning opportunities.	45% of kindergarteners will demonstrate kindergarten readiness on the state's assessment (KRA).	Kindergarten Readiness Assessment (given to kindergarten students during the first 45 days of school).

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

- Children from low-income households often arrive at the kindergarten door substantially behind children from higher-income households. On average, children from low-income families score far below their peers from higher-income families in early vocabulary and literacy development, in early math, and in the social skills they need to get along well with their classmates (Halle et al., 2009; Lee & Burkham, 2002).
- Early delays in pre-academic progress largely predicts later, more visible shortfalls like high school graduation rates and college enrollment rates (Burchinal, et al., 2011; Duncan & Magnuson, 2005). Children who enter school lagging far behind do not usually catch up.
- Research suggests that in order for 4K students to demonstrate kindergarten readiness, their programs must have specific quality indicators. High-quality programs are staffed with well-educated, responsive teachers with strong backgrounds in child development and early learning pedagogy. Administrators tend to be knowledgeable about and supportive of best practices in early learning, and provide meaningful professional development and strong classroom supports. Research-based curriculums support high standards for teaching and learning through a good mix of teacher-directed and child-directed activities.
- In 2017, South Carolina adopted new Early Learning Standards (SC-ELS) for 4K students. Cohesive, statewide standards help students more easily make the transition into kindergarten and promote academic success in later grades (DeBruin-Parecki & Slutzky, 2016). Research suggests that early learning standards are most effective when they:
 - address multiple domains of development;
 - are developmentally appropriate and scaffold learning;
 - help students develop deep, conceptual understandings of broad subjects; and
 - are paired with research-based, well-planned assessments (Wechsler et. al., 2016).

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

- 2019–20 is the third year of implementation for the statewide KRA; while district technology capabilities vary across the state, the SCDE has worked to provide more technology supports for teachers as they conduct the assessment during the first weeks of school, including the introduction of an app for entering student data, raw score data that can be viewed immediately, and a score sheet option for entering and viewing student results. The SCDE also worked with the legislature to provide flexible scheduling options for districts at the beginning of the school year as they begin testing.
- Children develop and learn significantly in the years before entering pre-K. While high quality pre-K can reduce the kindergarten preparation gap between low-income and high-income households, schools and teachers cannot control for the home experiences of the children entering their classrooms.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

- EIA 4K enrollment records: The Office of Early Learning and Literacy (OELL) uses enrollment and attendance records to document the number of children of poverty who are served each year through the program. These registration materials are updated annually to reflect any changes in legislation. The 2019–20 EIA 4K Registration Packet can be located at: <https://ed.sc.gov/instruction/early-learning-and-literacy/early-learning/>
- Kindergarten Readiness Assessment results: Last year, kindergarten students took the second statewide Kindergarten Readiness Assessment (KRA). The office is using these results to examine the impact of CERDEP and pre-K in general on student school readiness. The South Carolina Department of Education selected three formative assessments (Phonological Awareness Literacy Screening [PALS], Individual Growth and Development Indicators [myIGDIs], and Teaching Strategies [GOLD]) for administration to publicly funded pre-kindergarten students. Each district will administer one of these assessments during the first forty-five days and during the last forty-five days of the school year. The SCDE will fund the same 4-year-old assessment that was administered during the 2018–19 school year. Information regarding the Pre-K and Kindergarten Readiness Assessments can be found at: <https://ed.sc.gov/tests/elementary/pre-k-and-kindergarten-readiness-assessments/>.
- Monitoring visit records and ELLCO: Literacy Specialists and Early Learning Specialists use the Early Language and Literacy Classroom Observation (ELLCO), a research-based observation tool, to document quality improvements at EIA 4K sites. Data from these visits are used to plan professional learning opportunities for districts and to provide targeted assistance to schools based on the collected data.
- NIEER Report: The State Preschool Yearbook is an annual publication of the National Institute for Early Education Research (NIEER) which has tracked the funding, access, and policies of state-funded preschool programs since the 2001-2002 school year. The Yearbook’s stated purpose is to improve the public’s knowledge and understanding of state efforts to expand the availability of high-quality education to young children in the 21st century. The SCDE uses the NIEER results to ensure we are meeting national standards and to determine areas for growth.

EIA Programs Administered by SC Department of Education

- Early Childhood Development Collection System: The Early Childhood Development Collection System (ECDCS) was created in the fall of 2017. The SC Profile website is an important tool for parents, educators, policymakers, and the general public to use when determining whether programs for young children are fulfilling their promise. The ECDCS allows anyone to see information regarding the status of early childhood efforts, and will hopefully facilitate discussions as to how South Carolina can continue to improve opportunities for our youngest learners. The panel evaluated the data that will be the most meaningful to educators, community members, lawmakers, and parents when it comes to charting a course for South Carolina's early childhood efforts. This data system does not show individual data but does report achievements and growth of South Carolina's children within the education and human services programs over a period of time.
- Preschool Development Grant: In 2019, a coalition of South Carolina early childhood stakeholders, led by DSS, received the state's first Preschool Development Grant. This grant will allow the state to conduct an assessment of all services available to children from birth to age 5, with the goal of identifying gaps in services and better coordinating existing services. The SCDE will use the results of this work to better collaborate with other providers.
- Technical assistance survey: The Office of Early Learning and Literacy (OELL) hosts a link on the SCDE website where early learning educators can specifically request professional learning opportunities. The link can be found at: https://scde.formstack.com/forms/oell_request_for_assistance_form
- Professional Learning Feedback Surveys: Surveys from professional learning opportunities provide feedback to the OELL staff which allows for refinement of training.

EIA Programs Administered by SC Department of Education

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.
- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

The program has not shifted or deviated from the original plan. Services and activities are operating as planned. Many districts supplement the EIA 4K funding from other sources to meet the needs of serving children of poverty in their districts. Some districts implementing the EIA 4K program as a half-day program have indicated that their goal is to serve a large number of students by serving twice the number daily during half-day AM and/or PM sessions. Other districts have indicated that they would prefer to have a more intensive program and provide a full-day of services, even if it would be for fewer students.

In 2017, the SCDE implemented new Early Learning Standards (SC-ELS) to provide educators statewide a framework for student development. The standards were collaboratively developed by a number of South Carolina organizations and agencies, including the SC State Child Care Administrator's Office and the SC Department of Social Services, Early Care and Education Division. Additionally, the OELL used early learning provider standards set by the National Institute for Early Education Research (NIEER) to adapt the office's support of 4K classrooms. Changes included increasing the number of on-site monitoring visits and using a research-based monitoring tool for each visit.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **Yes** _____ **X** _____ **No**

If “Yes,” please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ X _____ No

If "Yes," please describe recommendations below:

4 Year Early Childhood

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	15,513,846.00	15,513,846
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	-
Total	15,513,846.00	15,513,846.00

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		
Supplies & Materials	13,513,846.00	13,513,846.00
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Transfers- Assessment	2,000,000.00	2,000,000.00
Total	15,513,846.00	15,513,846.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____X_____ The same as appropriated in the current fiscal year's appropriation.

_____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Summary			
EIA-Funded Program Name	CERDEP	Address	1429 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$41,441,053	FY 2020-21 EIA Funding Request	\$48,441,053
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Program Contact	Quincie Moore	Organization	Office of Early Learning and Literacy (OELL)
Contact Title	Director	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 737-3150	Contact E-Mail	qmoore@ed.sc.gov

Summary of Program:

The South Carolina Early Reading Development and Education Program (CERDEP) offers many of the state's at-risk 4-year-olds the opportunity to attend a full-day education program. CERDEP began as the Child Development Education Pilot Program (CDEPP), which was established in an annual budget proviso starting in 2006 as a pilot program for children residing in the plaintiff districts in the school funding lawsuit, Abbeville County School District et al. vs. South Carolina. On June 11, 2014, Governor Nikki Haley signed Act 284 (Read to Succeed); Section 2 of that act codified the Child Development Education Program (CDEP), now known as CERDEP. The CERDEP program is designed to serve 4-year-old children eligible for free/reduced lunch and/or Medicaid, in a full day, 180-day instructional program to prepare them to enter kindergarten ready to learn.

Over the past decade, the South Carolina General Assembly has expanded CERDEP funding to provide greater pre-K access to students in districts with high levels of poverty. In 2018-19, the 33 original districts entered the thirteenth year since implementation in 2006; the 14 expansion districts of 2013 entered their seventh year; and the 14 districts added in 2014 entered their fifth year. Of the 64 districts who currently qualify for CERDEP, two have chosen to opt out of CERDEP participation (Horry and Union). The SCDE currently serves 62 CERDEP districts and three charter schools.

Act 284 mandates that in CERDEP classrooms districts will provide: (1) a comprehensive, systemic approach to reading that follows the State Reading Proficiency Plan and the district's comprehensive annual reading proficiency plan; (2) successful administration of the readiness assessment; (3) the developmental and learning support that children must have to be ready for school; (4) parenting education, including educating the parents as to methods that may assist the child; and (5) identification of community and civic organizations that can support early literacy efforts.

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018–19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018–19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$33,699,721	98.18%
Retained by SCDE	\$429,716	1.25%
Allocated to Other Entities (Please Explain) EOC	\$195,000	.57%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$34,324,437	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018–19
EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	100%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: **Title 59, Chapter 156; Title 59, Chapter 155**

Proviso(s) (If applicable, include reference to the 2019–20 General Appropriation Act): \

1.57 (SDE: Full-Day 4K)

1.69 (SDE: CDEPP Unexpended Funds)

1.76 (SDE: First Steps 4K Underserved Communities) – CERDEP referenced

1A.22 (SDE-EIA: 4K Targeting)

1A.29 (SDE-EIA: Full-Day 4K)

1A.58 (SDE-EIA: 4K Early Literacy Competencies Assessments)

1A.59 (SDE-EIA: CDEPP Unexpended Funds)

Regulation(s): **N/A**

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

X Yes No

If yes, please describe: The SCDE CERDEP Guidelines provide the requirements for the program and are based on the legislation. Annually these guidelines are updated and disseminated to school districts. The current guidelines can be found at:

<https://ed.sc.gov/scdoe/assets/File/instruction/early-learning-literacy/CERDEP%20guidelines%202019-20.docx>

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018–19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018–19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018–19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018–19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019–20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018–19				
Problem/Issue	At-risk children need high-quality preparation and support to be kindergarten ready.			
Goal	The South Carolina Child Early Reading Development and Education Program (CERDEP) will provide a quality, evidenced- based program that is literacy rich and developmentally appropriate for at risk four-year-old children to become kindergarten ready.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Increase the number of children enrolled in CERDEP programs.	Increased access to funded, full-day 4K will give more at-risk children the opportunity to receive the high-quality education necessary for kindergarten readiness and success.	The OELL will work with CERDEP directors to maximize outreach and the use of expansion funding.	Goal of 10,700 students enrolled in CERDEP.	2018–19 enrollment: 10,571 students (45 th and 135 th day).

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Provide CERDEP representatives access to professional development on early childhood curricula and intentional teaching strategies.	Professional development improves quality and evidence base of current programs.	The OELL will offer a variety of in-person and blended professional learning opportunities and will provide districts with a research-based list of approved curricula.	All 61 CERDEP districts and three charter schools will have access to professional development in Literacy Beginnings with a focus on effective instructional strategies to support the updated, approved curricula list.	100% of CERDEP districts had access to regional and statewide Early Learning PLOs; 69% of CERDEP districts attended Early Learning PLOs.
Continue to support the implementation of new state approved Early Learning Standards (SC-ELS).	The SC-ELS provide the field with a progression of early learning and developmental milestones to support effective early learning planning for lessons and instruction.	The OELL will offer professional learning opportunities specifically focused on the new SC-ELS.	All 61 CERDEP districts and three charter schools will have access to professional development on the newly approved Early Learning Standards.	100% of districts had access to regional and statewide Early Learning PLOs; 20% of districts attended regional and statewide training on SC-ELS.
Provide information sessions and technical support to district administrators and teachers.	The technical assistance and on-site support provided will help CERDEP districts better prepare students for kindergarten.	Districts will be provided with technical support using the site visit monitoring tool, virtual technical assistance, and yearly OELL support sessions.	90% of CERDEP districts will receive both technical support and an on-site monitoring visit from an OELL staff member.	98% of CERDEP districts received both technical support and at least one on-site monitoring visit.
Provide professional development that leads to an increase in 4K students who demonstrate kindergarten readiness.	Providing a focus on the skills and competencies necessary for kindergarten readiness will ensure that 4K classrooms are best preparing students for school success.	The OELL will communicate measures of kindergarten readiness to 4K providers through professional learning opportunities.	45% of kindergarteners will demonstrate kindergarten readiness on the state's assessment (KRA).	37% of incoming kindergarteners demonstrated readiness on KRA.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018–19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019–20				
Problem/Issue	At-risk children need high-quality preparation and support to be kindergarten ready.			
Goal	The South Carolina Child Early Reading Development and Education Program (CERDEP) will provide a quality, evidenced-based program that is literacy rich and developmentally appropriate for at risk four-year-old children to become kindergarten ready.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Increase the number of children enrolled in CERDEP programs.	Increased access to funded, full-day 4K will give more at-risk children the opportunity to receive the high-quality education necessary for kindergarten readiness and success.	The OELL will work with CERDEP directors to maximize outreach and the use of expansion funding.	Goal of 11,000 students enrolled in CERDEP.	CERDEP enrollment records and waiting lists.
Provide CERDEP representatives access to professional development on early childhood curricula and intentional teaching strategies.	Professional development improves quality and evidence base of current programs.	The OELL will offer a variety of in-person and blended professional learning opportunities, and will provide districts with an optional research-based list of approved curricula.	All CERDEP districts will have access to regional and statewide professional development in early childhood instructional strategies, and 75% of CERDEP districts will participate in at least one EL PLO.	Session attendance records and participant survey feedback.
Provide information sessions and technical support to district administrators and teachers.	The technical assistance and on-site support provided will help CERDEP districts better prepare students for kindergarten.	Districts will be provided with technical support using the site visit monitoring tool, virtual technical assistance, and yearly OELL support sessions.	95% of CERDEP districts will receive both technical support and an on-site monitoring visit from an OELL staff member.	Site visit records and monitoring tool written feedback

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018–19

EIA Programs Administered by SC Department of Education

Provide professional development that leads to an increase in 4K students who demonstrate kindergarten readiness.	Providing a focus on the skills and competencies necessary for kindergarten readiness will ensure that 4K classrooms are best preparing students for school success.	The OELL will communicate measures of kindergarten readiness to 4K providers through professional learning opportunities.	40% of kindergarteners will demonstrate kindergarten readiness on the state's assessment (KRA).	Kindergarten Readiness Assessment (given to kindergarten students during the first 45 days of school).
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Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018–19
EIA Programs Administered by SC Department of Education

Fiscal Year 2020-21				
Problem/Issue	At-risk children need high-quality preparation and support to be kindergarten ready.			
Goal	The South Carolina Child Early Reading Development and Education Program (CERDEP) will provide a quality, evidenced-based program that is literacy rich and developmentally appropriate for at risk four-year-old children to become kindergarten ready.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Increase the number of children enrolled in CERDEP programs.	Increased access to funded, full-day 4K will give more at-risk children the opportunity to receive the high-quality education necessary for kindergarten readiness and success.	The OELL will work with CERDEP directors to maximize outreach and the use of expansion funding.	Goal of 11,500 students enrolled in CERDEP.	CERDEP enrollment records and waiting lists.
Provide CERDEP representatives access to professional development on early childhood curricula and intentional teaching strategies.	Professional development improves quality and evidence base of current programs.	The OELL will offer a variety of in-person and blended professional learning opportunities, and will provide districts with an optional research-based list of approved curricula.	All CERDEP districts will have access to regional and statewide professional development in early childhood instructional strategies, and 80% of CERDEP districts will participate in at least one EL PLO.	Session attendance records and participant survey feedback.
Provide information sessions and technical support to district administrators and teachers.	The technical assistance and on-site support provided will help CERDEP districts better prepare students for kindergarten.	Districts will be provided with technical support using the site visit monitoring tool, virtual technical assistance, and yearly OELL support sessions.	95% of CERDEP districts will receive both technical support and an on-site monitoring visit from an OELL staff member.	Site visit records and monitoring tool written feedback.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018–19
EIA Programs Administered by SC Department of Education

Provide professional development that leads to an increase in 4K students who demonstrate kindergarten readiness.	Providing a focus on the skills and competencies necessary for kindergarten readiness will ensure that 4K classrooms are best preparing students for school success.	The OELL will communicate measures of kindergarten readiness to 4K providers through professional learning opportunities.	45% of kindergarteners will demonstrate kindergarten readiness on the state's assessment (KRA).	Kindergarten Readiness Assessment (given to kindergarten students during the first 45 days of school).
Provide parent engagement and student readiness platforms to support classroom instruction at home.	Extended at-home enrichment opportunities will better prepare students and their families for the transition to kindergarten.	The OELL will provide access to the Waterford UPSTART program to a pilot group of CERDEP districts.	Districts participating in the Waterford UPSTART pilot will meet or exceed the state average in the percentage of students demonstrating readiness on the KRA.	Kindergarten Readiness Assessment, Waterford records.

EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

- Children from low-income households often arrive at the kindergarten door substantially behind children from higher-income households. On average, children from low-income families score far below their peers from higher-income families in early vocabulary and literacy development, in early math, and in the social skills they need to get along well with their classmates (Halle et al., 2009; Lee & Burkham, 2002).
- Early delays in pre-academic progress largely predicts later, more visible shortfalls like high school graduation rates and college enrollment rates (Burchinal, et al., 2011; Duncan & Magnuson, 2005). Children who enter school lagging far behind do not usually catch up.
- Research suggests that in order for 4K students to demonstrate kindergarten readiness, their programs must have specific quality indicators. High-quality programs are staffed with well-educated, responsive teachers with strong backgrounds in child development and early learning pedagogy. Administrators tend to be knowledgeable about and supportive of best practices in early learning, and provide meaningful professional development and strong classroom supports. Research-based curriculums support high standards for teaching and learning through a good mix of teacher-directed and child-directed activities.
- In 2017, South Carolina adopted new Early Learning Standards (SC-ELS) for 4K students. Cohesive, statewide standards help students more easily make the transition into kindergarten and promote academic success in later grades (DeBruin-Parecki & Slutzky, 2016). Research suggests that early learning standards are most effective when they:
 - address multiple domains of development;
 - are developmentally appropriate and scaffold learning;
 - help students develop deep, conceptual understandings of broad subjects; and
 - are paired with research-based, well-planned assessments (Wechsler et. al., 2016).

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018–19
EIA Programs Administered by SC Department of Education

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019–20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

- 2019–20 is the third year of implementation for the statewide KRA; while district technology capabilities vary across the state, the SCDE has worked to provide more technology supports for teachers as they conduct the assessment during the first weeks of school, including the introduction of an app for entering student data, raw score data that can be viewed immediately, and a score sheet option for entering and viewing student results. The SCDE also worked with the legislature to provide flexible scheduling options for districts at the beginning of the school year as they begin testing.
- Children develop and learn significantly in the years before entering pre-K. While high quality pre-K can reduce the kindergarten preparation gap between low-income and high-income households, schools and teachers cannot control for the home experiences of the children entering their classrooms.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program's impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

- CERDEP enrollment records and waiting list: The Office of Early Learning and Literacy (OELL) uses enrollment and attendance records to document the number of children of poverty who are served each year through the program. These registration materials are updated annually to reflect any changes in legislation. The 2019–20 CERDEP Registration Packet can be located at: <https://ed.sc.gov/scdoe/assets/File/instruction/early-learning-literacy/CDEP/2019-2020%20Early%20Childhood%20CERDEP%20Registration%20Packet.docx>.
- Kindergarten Readiness Assessment results: Last year, kindergarten students took the second statewide Kindergarten Readiness Assessment (KRA). The office is using these results to examine the impact of CERDEP and pre-K in general on student school readiness. The South Carolina Department of Education selected three formative assessments (Phonological Awareness Literacy Screening [PALS], Individual Growth and Development Indicators [myIGDIs], and Teaching Strategies [GOLD]) for administration to publicly funded pre-kindergarten students. Each district will administer one of these assessments during the first forty-five days and during the last forty-five days of the school year. The SCDE will fund the same 4-year-old assessment that was administered during the 2018-2019 school year. Information regarding the Pre-K and Kindergarten Readiness Assessments can be found at: <https://ed.sc.gov/tests/elementary/pre-k-and-kindergarten-readiness-assessments/>.
- Monitoring visit records and ELLCO: The Office of Early Learning and Literacy (OELL) has increased the number of on-site monitoring/support visits made to CERDEP classrooms over the last three years and will continue to increase visits and support this upcoming year. Literacy Specialists and Early Learning Specialists use the Early Language and Literacy Classroom Observation (ELLCO), a research-based observation tool, to document quality improvements at CERDEP sites. Data from these visits are used to plan professional learning opportunities for districts and to provide targeted assistance to schools based on the collected data.
- NIEER Report: The State Preschool Yearbook is an annual publication of the National Institute for Early Education Research (NIEER) which has tracked the funding, access, and policies of state-funded preschool programs since the 2001-2002 school year. The Yearbook's stated purpose is to improve the public's knowledge and understanding of state efforts to expand the availability of high-quality education to young children in the 21st century. The SCDE uses the NIEER results to ensure we are meeting national standards and to determine areas for growth.

EIA Programs Administered by SC Department of Education

- Early Childhood Development Collection System: The Early Childhood Development Collection System (ECDCS) was created in the fall of 2017. The SC Profile website is an important tool for parents, educators, policymakers, and the general public to use when determining whether programs for young children are fulfilling their promise. The ECDCS allows anyone to see information regarding the status of early childhood efforts, and will hopefully facilitate discussions as to how South Carolina can continue to improve opportunities for our youngest learners. The panel evaluated the data that will be the most meaningful to educators, community members, lawmakers, and parents when it comes to charting a course for South Carolina's early childhood efforts. This data system does not show individual data but does report achievements and growth of South Carolina's children within the education and human services programs over a period of time.
- Preschool Development Grant: In 2019, a coalition of South Carolina early childhood stakeholders, led by DSS, received the state's first Preschool Development Grant. This grant will allow the state to conduct an assessment of all services available to children from birth to age 5, with the goal of identifying gaps in services and better coordinating existing services. The SCDE will use the results of this work to better collaborate with other providers.
- Technical assistance survey: The Office of Early Learning and Literacy (OELL) hosts a link on the SCDE website where early learning educators can specifically request professional learning opportunities. The link can be found at: https://scde.formstack.com/forms/oell_request_for_assistance_form.
- Professional Learning Feedback Surveys: Surveys from professional learning opportunities provide feedback to the OELL staff which allows for refinement of training.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.
- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018–19
EIA Programs Administered by SC Department of Education

- The program has doubled the number of 4-year-olds served since it first began in 2006 and nearly doubled the number of participating districts. Alongside this growth in enrollment, the state has also increased efforts to make sure CERDEP instruction is high-quality and research-based and that early learning instructors have the skills and qualifications necessary to effectively prepare students for kindergarten.
- In 2017, the SCDE implemented new Early Learning Standards (SC-ELS) to provide educators statewide a framework for student development. The standards were collaboratively developed by a number of South Carolina organizations and agencies, including the SC State Child Care Administrator's Office and the SC Department of Social Services, Early Care and Education Division. Additionally, the OELL used early learning provider standards set by the National Institute for Early Education Research (NIEER) to adapt the office's support of 4K classrooms. Changes included:
 - Increasing the number of on-site monitoring visits;
 - Adopting a consistently used, research-based monitoring tool for each visit;
 - Increasing the number of Level 2 site visits, which are intensive visits that monitor literacy environment and regulatory components; and
 - Creating an approved curriculum list that was approved by the State Board of Education.
- For the 2019–20 school year, the SCDE is piloting the use of Waterford UPSTART in some CERDEP districts. Waterford UPSTART is a personalized kindergarten readiness program that supports reading and math in the home and promotes parent engagement.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **X** _____ **Yes** _____ **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

The Education Oversight Committee (EOC) conducts an annual evaluation of preschool outcomes in the state. The most recent evaluation was released by the EOC in the Spring of 2019 and may be found here:

<https://eoc.sc.gov/sites/default/files/Documents/4K/STATE-FUNDED%20FULL%20DAY%204K%20PROGRAM%20REPORT.pdf>

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ **X** _____ No

If "Yes," please describe recommendations below:

CERDEP

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	34,324,437.00	41,441,053.00
General Fund	13,099,665.00	5,983,049.00
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	10,357,141.00	6,699,138.22
Total	57,781,243.00	54,123,240.22
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services	2,314.11	50,000.00
Supplies & Materials	48,722.11	30,214.80
Fixed Charges	4,494.16	
Travel	13,658.99	
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	49,590,495.41	52,591,025.42
Other: Transfers- Assessment	500,000.00	600,000.00
Other: Transfers- EOC	195,000.00	195,000.00
Other: Transfers-Transportation	727,420.00	657,000.00
Total	51,082,104.78	54,123,240.22
Balance Remaining	6,699,138.22	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018–19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____ The same as appropriated in the current fiscal year's appropriation.

_____ X _____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019–20	\$41,441,053
Amount of increase requested in EIA funding for FY 2020-21	\$7,000,000
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$48,441,053

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

- a. This increase will be used to continue the Waterford UPSTART pilot introduced in CERDEP districts in 2019–20. Waterford UPSTART is a personalized kindergarten readiness program that supports reading and math in the home and promotes parent engagement. Goals related to the outcomes of the Waterford Project have been added to the 2020–21 logic model, with the expectation that the program will increase the kindergarten readiness of participating students.

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018–19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark “NEW”).

TITLE

Provide the title from the FY 2019–20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018–19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018–19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019–20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Teacher of the Year	Address	1429 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$155,000	FY 2020-21 EIA Funding Request	\$155,000
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Program Contact	Nick Michael	Division/Office	Office of Finance
Contact Title	Manager, Financial Services	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8145	Contact E-Mail	nmichael@ed.sc.gov

Summary of Program:

Funds provide awards to state teacher of the year, the 4 honor roll teachers, and each district teacher of the year.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$155,000	100.00%
Retained by SCDE	\$	%
Allocated to Other Entities (Please Explain)	\$	%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$155,000	100.00%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (<i>Teacher of the Year</i>)	100%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: **59-26-90**

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

1A.10 (SDE-EIA: Teacher of the Year Awards)

Regulation(s): **N/A**

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X _____ No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Supply all district teachers of the year, the state teacher of the year, and 4 honor roll teachers with funding as soon as is feasible after the Teacher of the year banquet.	Provide award funds.	Provided all selected honorees with funding no more than two weeks after the Teacher of the Year banquet.	All selected honorees received funding.	Finance documentation
Ensure payment no later than two weeks after the Teacher of the Year	Provide award funds.	Provided all selected honorees with funding no more than two weeks after the Teacher of the	All selected honorees received funding no more than two weeks after the	Finance documentation

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

banquet.		Year banquet.	Teacher of the Year banquet.	

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Supply all district teachers of the year, the state teacher of the year, and 4 honor roll teachers with funding as soon as is feasible after the Teacher of the year banquet.	Provide award funds.	Provided all selected honorees with funding no more than two weeks after the Teacher of the Year banquet.	All selected honorees received funding.	Finance documentation
Ensure payment no later than two weeks after the Teacher of the Year banquet.	Provide award funds.	Provided all selected honorees with funding no more than two weeks after the Teacher of the Year banquet.	All selected honorees received funding no more than two weeks after the Teacher of the Year banquet.	Finance documentation
Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

strategy?)				
Supply all district teachers of the year, the state teacher of the year, and 4 honor roll teachers with funding as soon as is feasible after the Teacher of the year banquet.	Provide award funds.	Provided all selected honorees with funding no more than two weeks after the Teacher of the Year banquet.	All selected honorees received funding.	Finance documentation
Ensure payment no later than two weeks after the Teacher of the Year banquet.	Provide award funds.	Provided all selected honorees with funding no more than two weeks after the Teacher of the Year banquet.	All selected honorees received funding no more than two weeks after the Teacher of the Year banquet.	Finance documentation

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

Funding allows state and districts to recognize Teacher of the Year honorees.

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

No external factors influenced implementation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program's impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

Outcomes are assumed under EIA statute, which supports elevation of the teaching profession.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

Allocation of funding is monitored through budget processes of the SCDE Office of Finance. Budget actuals are provided with this report.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **Yes** _____ **X** _____ **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ X _____ No

If "Yes," please describe recommendations below:

Teacher of the Year

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	155,000.00	155,000.00
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	-
Total	155,000.00	155,000.00
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services	-	
Supplies & Materials	-	
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	156,095.50	155,000.00
Other: Transfers- Assessment		
Other: Transfers- EOC		
Other: Transfers-Transportation		
Total- (agency operating funds used to pay \$1,095.50)	156,095.50	155,000.00
Balance Remaining		
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____X_____ The same as appropriated in the current fiscal year's appropriation.

_____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$155,000
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$155,000

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Teacher Quality Commission	Address	1429 Senate Street Columbia SC 29201

FY 2019-20 EIA Appropriation	\$372,724	FY 2020-21 EIA Funding Request	\$372,724
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Program Contact	Nancy Williams	Organization	Office of Finance
Contact Title	CFO	Address	1429 Senate Street Columbia SC 29201
Contact Phone	(803) 734-8108	Contact E-Mail	nwilliams@ed.sc.gov

Summary of Program:

Teacher Quality funds support efforts focused on attracting and retaining educators in difficult-to-staff rural South Carolina districts. Strategies supported include induction and mentoring, teacher leadership, maintenance and development of the educator information system, and review and accreditation of educator preparation providers.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$	%
Retained by SCDE	\$372,724	100%
Allocated to Other Entities (Please Explain)	\$	%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$372,724	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds "Allocated to School Districts," please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%.
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Code of Laws: SC Code Ann. §59-5-85, §59-25-110, §59-25-115, §59-26-20, §59-26-30, §59-155-180

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act): N/A

Regulation(s): 43-205.1 Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

X Yes No

If yes, please describe:

Collective Leadership Initiative

Expanded Teacher Support and Evaluation Guidelines (2018)

Induction and Mentoring Program Implementation Guidelines (2017)

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	Attracting and retaining educators in difficult-to-staff South Carolina districts			
Goal	1) Work collaboratively with CERRA to develop and facilitate high quality, aligned induction training to principals, mentors, mentor coordinators, and induction teacher across the state (OEELD). 2) Expand professional development opportunities for beginning teachers, schools and districts, and EPPs (OEELD). 3) Develop a differentiated design model for district and school-based teacher leadership framework (OEELD).			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Support Induction & Mentor Coordinators Symposium (OEELD)	1) Work collaboratively with CERRA to develop and facilitate high quality, aligned induction training to principals, mentors, mentor coordinators, and	Number of participants at Induction & Mentor Coordinators Symposium	Number of attendees: September 7, 2018: 64 March 22, 2019: 77 Session Feedback September 7, 2018	Attendance records Session feedback

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

	induction teachers across the state.		<ul style="list-style-type: none"> • Several districts decided to pilot the use of micro-credentials with their induction teachers and mentors to personalize support. • Coordinators indicated that the usage of SCLead.org data managements system simplifies the process of tracking mentoring activity <p>March 22, 2019</p> <ul style="list-style-type: none"> • Coordinators collaborated to share sample induction seminars and indicated that there is increased need for support with mentoring cultural exchange teachers 	
Update the leadership continuum programs to include personalized learning models, academic	2) Expand professional development opportunities for beginning teachers,	100% of OEELD Leadership programs completed update of leadership modules to include personalized learning, Collective	Out of 186 respondents in leadership development cohorts, 69% strongly agreed and 30% agreed	Leadership Programs 2018-19 survey results

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

growth of all students, and leadership competencies aligned to the Profile of the SC Graduate. (OEELD)	principals, schools and districts, and EPPs.	Leadership, Instructional Leadership, and competencies aligned to the Profile of the SC Graduate.	that these cohorts helped them grow as a leader. Out of 186 respondents in leadership development cohorts, 67% strongly agreed and 31% agreed that programs provided opportunities for meaningful feedback and reflection on their work.	
Conduct Collective Leadership Initiative Pilot. (OEELD)	3) Develop a differentiated design model for district and school-based teacher leadership framework (OEELD).	Produce leadership modules and monitor completion quarterly.	100% of leadership modules created. 9 pilot schools completed the 2 nd year of the Collective Leadership Initiative. The number of respondents that consider themselves to be a teacher leader rose from 47% in 2017 to 60% in 2019.	Leadership modules Completion rates Survey results
Provide educator information and certification system to assist districts in recruitment and retention of educators.	4) Support districts in recruiting and retaining educators.	Maintain current system, develop enhancements to support district efforts, and begin development of new system with expanded functionality.	Accessibility of current system to all South Carolina school districts, processing of educator certification requests, and progress on new system.	Issuance of 5,374 first-time educator certificates and processing of 90,836 educator certification requests.
Review and accreditation of educator preparation providers and programs.	2) Expand professional development activities for educator preparation providers (EPPs).	Assist EPPs in the quality assurance process.	Participation in the state and national accreditation process.	Accreditation status of EPPs.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	Attracting and retaining educators in difficult-to-staff South Carolina districts			
Goal	1) Work collaboratively with CERRA to develop and facilitate high quality, aligned induction training to principals, mentors, mentor coordinators, and induction teacher across the state (OEELD). 2) Expand teacher leadership opportunities through Collective Leadership Initiative (OEELD). 3) Support instruction in educator ethics and decision-making to PACE candidates (OES). 4) Review quality and effectiveness of educator preparation providers.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Support Induction & Mentor Coordinators Symposium (OEELD)	1) Work collaboratively with CERRA to provide district Coordinators with toolkit of resources to develop high quality, aligned induction programs and mentor supports that build district capacity to personalize support for their new teachers	Number of participants at Induction & Mentor Coordinators Symposiums: September 27, 2019 and TBD Symposium survey feedback	Expand resources in toolkit of supports for novice teachers Increased knowledge of resources available to district coordinators	Attendance sign-in sheets Symposium survey feedback
Execute Collective Leadership Initiative (OEELD)	2) Expand teacher leadership opportunities through Collective Leadership Initiative. (OEELD)	Execute Collective Leadership modules with new cohort, build leadership opportunities and community of practice for existing Collective Leadership initiative schools.	Survey results (assessment of whether schools are prepared to use models for collective leadership to improve educator retention, school climate, and student growth)	Completion rates Survey results

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Pilot ethics training with PACE candidates.	3) Support instruction in educator ethics and decision-making to PACE candidates (OES).	Use ProEthica with PACE candidates.	Survey to assess perceptions of the training and impact on decision-making.	Completion rates, survey results.
Review and accreditation of educator preparation providers and programs.	4) Review quality and effectiveness of educator preparation providers.	Assist EPPs in the quality assurance process.	Participation in the state and national accreditation process.	Accreditation status of EPPs.
Fiscal Year 2020-21				
Problem/Issue	Attracting and retaining educators in difficult-to-staff South Carolina districts			
Goal	1) Work collaboratively with CERRA to develop and facilitate high quality, aligned induction training to principals, mentors, mentor coordinators, and induction teacher across the state (OEELD). 2) Expand teacher leadership opportunities through Collective Leadership Initiative (OEELD). 3) Assist districts in recruiting and retaining teachers (OES).			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Support Induction & Mentor Coordinators Symposium (OEELD)	1) Work collaboratively with CERRA to fund high quality induction training and build capacity in district coordinators to personalize support so their for their new teachers	Number of participants at Induction & Mentor Coordinators Symposiums: September 27, 2019 and TBD Symposium survey feedback	Expand resources in toolkit of supports for novice teachers Increased knowledge of resources available to district coordinators	Attendance sign-in sheets Symposium survey feedback
Conduct Execute Leadership Initiative (OEELD)	2) Implement and teacher leadership opportunities through Collective Leadership Initiative. (OEELD)	Execute Collective Leadership modules with new cohort, build leadership opportunities and community of practice for existing Collective Leadership initiative schools.	Survey results (assessment of whether schools are prepared to use models for collective leadership to improve educator retention,	Completion rates Survey results

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

			school climate, and student growth)	

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

- Research on effective induction and mentoring indicates that support and assistance have a positive impact on the following outcomes: teacher commitment and retention, teacher classroom instructional practices, and student achievement.
- Research suggests that effective school leadership is a primary factor in the retention of effective teachers.

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Several external factors may impact implementation including:

- Districts are still calibrating evaluators and mentors on the teacher evaluation guidelines fully implemented in 2018–19.
- Recruitment and retention of effective teachers is impacted by declining enrollment in teacher preparation programs nationwide.
- OES is procuring a new system to facilitate the certification of the state’s educator workforce from pre-service through retirement and provide robust reporting and data. The system is schedule to pilot in winter 2020.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

Outcomes were measured through attendance records, session feedback and notes, ADEPT Plans, reports, surveys, EPP accreditation status, population reached through public awareness and marketing and interest in PACE program. See logic model for results.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

- Please see data within logic model.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **X** _____ **Yes** _____ **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Collective Leadership

- South Carolina Collective Leadership Initiative Pilot Survey Results Summary found that the Collective Leadership Initiative's impact is growing and challenging current norms and orientations toward school improvement.
- Respondents noted improvements in their ability to impact constructive organizational politics, and the supportiveness of social norms and working relationships.
- Implications for the future included hosting learning labs at CLI schools, additional opportunities for integration of CLI in SCDE leadership development offerings and supporting school teams to examine schedules to find more time for collaboration and individualized student support.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ **x** _____ No

If "Yes," please describe recommendations below:

Teacher Quality Commission

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	372,724.00	372,724.00
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	-
Total	372,724.00	372,724.00

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		110,000.00
Contractual Services	267,249.29	183,740.00
Supplies & Materials	3,043.74	4,000.00
Fixed Charges	28,249.62	29,000.00
Travel	2,485.47	5,724.00
Equipment	2,225.88	3,000.00
Employer Contributions		37,260.00
Allocations to Districts/Schools/Agencies/Entities	-	
Other: Transfers-		
Total	303,254.00	372,724.00
Balance Remaining	69,470.00	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____x_____ The same as appropriated in the current fiscal year's appropriation.

_____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$372,724
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$372,724

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Teacher Salary Supplement and Fringe	Address	1429 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$220,755,700	FY 2020-21 EIA Funding Request	\$220,755,700
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Program Contact	Nick Michael	Division/Office	Office of Finance
Contact Title	Manager, Financial Services	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8145	Contact E-Mail	nmichael@ed.sc.gov

Summary of Program:

Program provides funding for teacher salaries and fringe to districts to ensure salaries are paid, based on certificate and year of experience, are adequate to meet the State Minimum Salary Schedule.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$216,500,535	100%
Retained by SCDE	\$	%
Allocated to Other Entities (Please Explain)	\$	%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$216,500,535	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	100%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: **59-1-480, 59-20-50(b)**

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

1.3 (State Aid to Classrooms)

1A.15 (SDE-EIA: Teacher Salary Supplement)

Regulation(s): **N/A**

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	South Carolina teacher salaries below the southeastern average.			
Goal	Provide funding adequate for districts to successfully meet the statewide minimum salary schedule.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Monitor Professional certified staff (PSC) system to ensure proper calculation of the Teacher Salary Supplement (TSS).	Ensures teacher salaries meet the statewide minimum salary schedule.	Using teacher experience and certificate levels, funding provided for the state's 50,000 educators paid on the state minimum salary schedule.	Teachers paid adequate funding to meet minimum salary requirements.	Finance documentation
Provide fringe benefits based on payment of TSS.	Ensures teacher salaries meet the statewide minimum salary schedule.	Using teacher experience and certificate levels, funding provided for the state's 50,000 educators paid on the state minimum salary schedule.	Teachers paid adequate funding to meet minimum salary requirements.	Finance documentation

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	South Carolina teacher salaries below the southeastern average.			
Goal	Provide funding adequate for districts to successfully meet the statewide minimum salary schedule.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Monitor Professional certified staff (PSC) system to ensure proper calculation of the Teacher Salary Supplement (TSS).	Ensures teacher salaries meet the statewide minimum salary schedule.	Using teacher experience and certificate levels, funding provided for the state's 50,000 educators paid on the state minimum salary schedule.	Teachers paid adequate funding to meet minimum salary requirements.	Finance documentation
Provide fringe benefits based on payment of TSS.	Ensures teacher salaries meet the statewide minimum salary schedule.	Using teacher experience and certificate levels, funding provided for the state's 50,000 educators paid on the state minimum salary schedule.	Teachers paid adequate funding to meet minimum salary requirements.	Finance documentation
Fiscal Year 2020-21				
Problem/Issue	South Carolina teacher salaries below the southeastern average.			
Goal	Provide funding adequate for districts to successfully meet the statewide minimum salary schedule.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Monitor Professional	Ensures teacher salaries	Using teacher experience and	Teachers paid adequate	Finance documentation

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

certified staff (PSC) system to ensure proper calculation of the Teacher Salary Supplement (TSS).	meet the statewide minimum salary schedule.	certificate levels, funding provided for the state's 50,000 educators paid on the state minimum salary schedule.	funding to meet minimum salary requirements.	
Provide fringe benefits based on payment of TSS.	Ensures teacher salaries meet the statewide minimum salary schedule.	Using teacher experience and certificate levels, funding provided for the state's 50,000 educators paid on the state minimum salary schedule.	Teachers paid adequate funding to meet minimum salary requirements.	Finance documentation

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

Funding allows districts to pay teachers at or above the southeastern average.

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

No external factors influenced the implementation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

Outcomes are assumed under EIA statute, which supports elevation of the teaching profession and improved instruction.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

Allocation of funding is monitored through budget processes of the SCDE Office of Finance. Budget actuals are provided with this report.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **Yes** _____ **X** _____ **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ X _____ No

If "Yes," please describe recommendations below:

EIA Teacher Salaries and Fringe

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	216,500,535	220,755,700
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		-
Total	216,500,535.00	220,755,700.00
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment (Transportation)		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	216,500,535.00	220,755,700.00
Other: Transfers		
Total	216,500,535.00	220,755,700.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

____X*_____ The same as appropriated in the current fiscal year's appropriation.

_____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

*** The agency is requesting a 5% increase in teacher salaries funding from the General fund. Although we are not requesting an increase in EIA funding, the requested increase in the general fund will still utilize the EIA teacher salary supplement methodology.**

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$ 181,230,766
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$181,230,766

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D – PROVISIO REVISION REQUEST

NUMBER	1A.36
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Cite the proviso according to the renumbered list for FY 2020-21 (or mark “NEW”).

TITLE	(SDE-EIA: Teacher Salaries/SE Average)
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Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM	X.A – State Aid to Classrooms
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Identify the associated budget program(s) by name and budget section.

RELATED BUDGET REQUEST	X. Aid to School Districts- State Aid to Classrooms - \$276,207,854
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Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

REQUESTED ACTION	Amend
-------------------------	--------------

Choose from: Add, Delete, Amend, or Codify.

OTHER AGENCIES AFFECTED	None
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Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

The agency requests amending the proviso to reflect the current Southeastern average as provided by Revenue and Fiscal Affairs, updating the fiscal year reference, making conforming changes to reflect the teacher salary schedule as revised and inserting a proposed five percent increase in teacher salaries.

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Teacher Salary	\$126,246,802
Teacher Salary Fringe	\$38,454,776
	<hr/>
Total	\$164,701,578

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

1A.36. (SDE-EIA: Teacher Salaries/SE Average) The projected Southeastern average teacher salary shall be the average of the average teachers' salaries of the southeastern states as projected by the Revenue and Fiscal Affairs Office. For the current school year the Southeastern average teacher salary is projected to be \$52,830 \$54,165. The General Assembly remains desirous of raising the average teacher salary in South Carolina through incremental increases over the next few years so as to make such equivalent to the national average teacher salary.

Additionally, for the current fiscal year, a local school district board of trustees must increase the salary compensation for all eligible certified teachers employed by the district by no less than one year of experience credit using the district salary schedule utilized the prior fiscal year as the basis for providing the step. Application of this provision must be applied uniformly for all eligible certified teachers. For Fiscal Year ~~2019-20~~ 2020-21, the requirement that school districts maintain local salary supplements per teacher no less than their prior fiscal year level is suspended if additional State funds fill the gap.

Funds allocated by Proviso 1.3 for implementing the ~~a revised~~ state minimum salary schedule for Teacher Salaries must be used to increase salaries of those teachers eligible pursuant to Section 59-20-50(4)(b), to include classroom teachers, librarians, guidance counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and audiologists in the school districts of the state by not less than ~~four~~ five percent. Districts must use the district salary schedule utilized the prior fiscal year as the basis for providing the increase.

For purposes of this provision teachers shall be defined by the Department of Education using the Professional Certified Staff (PCS) System.

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Teacher Supplies	Address	1429 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$14,721,500	FY 2020-21 EIA Funding Request	\$14,721,500
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Program Contact	Nick Michael	Division/Office	Office of Finance
Contact Title	Manager, Financial Services	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8145	Contact E-Mail	nmichael@ed.sc.gov

Summary of Program:

Funds are allocated to districts to provide certified and non-certified classroom teacher identified in PCS, media specialists, guidance counselors, career specialists employed by a school district or charter school and lead 4K teachers in publically funded First Steps classrooms \$275 for supplies for classroom/student use.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$14,721,500	100%
Retained by SCDE	\$	%
Allocated to Other Entities (Please Explain)	\$	%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$14,721,500	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	100%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: **N/A**

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

1A.7 (SDE-EIA: Disbursements/Other Entities)

1A.9 (SDE-EIA: Teacher Supplies)

Regulation(s):

N/A

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	Increase funding for teacher supplies in the classroom.			
Goal	Provide supply funding to teachers, media specialists, and guidance counselors prior to the arrival of students at school each academic year.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Provide funds to districts for distribution by the statutory deadline of July 15.	Completed	100 percent of school districts and special schools received \$275 for all eligible professionals by the deadline.	All eligible teachers receive teacher supply funding to have necessary supplies for a good instructional program.	
Reconcile program funding after November 30 for teachers hired from July 1 through Nov 30.	Completed			

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	Increase funding for teacher supplies in the classroom.			
Goal	Provide supply funding to teachers, media specialists, and guidance counselors prior to the arrival of students at school each academic year.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
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Reconcile program funding after November 30 for teachers hired from July 1 through Nov 30.	Completed			
Fiscal Year 2020-21				
Problem/Issue	Increase funding for teacher supplies in the classroom.			
Goal	Provide supply funding to teachers, media specialists, and guidance counselors prior to the arrival of students at school each academic year.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

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Reconcile program funding after November 30 for teachers hired from July 1 through Nov 30.	Completed			

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

Funding allows districts to ensure teachers have adequate supplies for all students.

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

No external factors influenced implementation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

Outcomes are assumed under EIA statute, which supports instructional improvement.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

Allocation of funding is monitored through budget processes of the SCDE Office of Finance. Budget actuals are provided with this report.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **Yes** _____ **X** _____ **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ X _____ No

If "Yes," please describe recommendations below:

Teacher Supplies

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	14,721,500.00	14,721,500
General Fund	600,000.00	600,000.00
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	-
Total	15,321,500.00	15,321,500.00
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment (Transportation)		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	15,346,925.00	15,321,500.00
Other: Transfers		
Total	15,346,925.00	15,321,500.00
Balance Remaining (agency operating funds used to cover the shortfall)	(25,425.00)	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____X_____ The same as appropriated in the current fiscal year's appropriation.

_____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$14,721,500
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$14,721,500

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

FORM D – PROVISIO REVISION REQUEST

NUMBER

1A.9

Cite the proviso according to the renumbered list for FY 2020-21 (or mark “NEW”).

TITLE

(SDE-EIA: Teacher Supplies)

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

VIII.C.2 – Teacher Supplies

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

None

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

REQUESTED ACTION

Amend

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

None

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

SUMMARY & EXPLANATION	Fiscal year update.
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Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT	None
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Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

1A.9. (SDE-EIA: Teacher Supplies) All certified and non-certified public school teachers identified in PCS, certified special school classroom teachers, certified media specialists, certified guidance counselors, and career specialists who are employed by a school district, a charter school, or lead teachers employed in a publically funded full day 4K classroom approved by the South Carolina First Steps to School Readiness, as of November thirtieth of the current fiscal year, based on the public decision of the school board may receive reimbursement of two hundred seventy-five dollars each school year to offset expenses incurred by them for teaching supplies and materials. Funds shall be disbursed by the department to School districts by July fifteenth based on the last reconciled Professional Certified Staff (PCS) listing from the previous year. With remaining funds for this program, any deviation in the PCS and actual teacher count will be reconciled by December thirty-first or as soon as practicable thereafter. Based on the public decision of the school district and no later than May fifteenth annually, the district shall notify all individuals entitled to receive these funds the manner in which the funds will be dispersed. Funds may be disbursed to each teacher via check in a manner separate and distinct from their payroll check on the first day teachers, by contract, are required to be in attendance at school for the current contract year, or the funds may be disbursed to each teacher via direct deposit as long as the funds are handled in a manner to be separate and distinct from their payroll check. This reimbursement shall not be considered by the state as taxable income. Special schools include the Governor's School for Science and Math, the Governor's School for the Arts and Humanities, Wil Lou Gray Opportunity School, John de la Howe School, School for the Deaf and the Blind, Felton Lab, Department of Juvenile Justice, and Palmetto Unified School District. Funds distributed to school districts or allocated to schools must not supplant existing supply money paid to teachers from other sources. If a school district requires receipts for tax purposes the receipts may not be required before December thirty-first. Districts that do not wish to require receipts may have teachers retain the receipts and certify for the district they have received the allocation for purchase of teaching supplies and/or materials and that they have purchased or will purchase supplies and/or materials during the fiscal year for the amount of the allocation. Districts shall not have an audit exception related to non-retention of receipts in any instances where a similar instrument is utilized. Any district requiring receipts must notify any teacher from whom receipts have not been submitted between November twenty-fifth and December sixth that receipts must be submitted to the district. Districts may not add any additional requirement not listed herein related to this reimbursement.

Any classroom teacher, including a classroom teacher at a South Carolina private school, that is not eligible for the reimbursement allowed by this provision, may claim a refundable income tax credit on the teacher's ~~2019~~ **2020** tax return, provided that the return or any amended return claiming the credit is filed prior to the end of the fiscal year. The credit is equal to two hundred seventy-five dollars, or the amount the teacher expends on teacher supplies and materials, whichever is less. If any expenditures eligible for a credit are made after December thirty-first, the teacher may include the expenditures on his initial return or may file an amended ~~2019~~ **2020** return claiming the credit, so long as the return or amended return is filed in this fiscal year. The Department of Revenue may require whatever proof

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

it deems necessary to implement the credit provided by this part of this provision. Any person receiving the reimbursement provided by this proviso is ineligible to take the income tax credit allowed by this proviso.

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	National Board Certification	Address	SC Dept of Education 1429 Senate Street Columbia, SC 29201

FY 2019-20 EIA Appropriation	\$44,500,000	FY 2020-21 EIA Funding Request	\$44,500,000
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Program Contact	Nick Michael	Division/Office	Office of Finance
Contact Title	Manager, Financial Services	Address	1429 Senate Street Columbia, SC 29201
Contact Phone	(803) 734-8145	Contact E-Mail	nmichael@ed.sc.gov

Summary of Program:

Funds provide incentive money for teachers achieving National Board Certification.

EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$44,447,834	99.88%
Retained by SCDE	\$	%
Allocated to Other Entities (Please Explain) CERRA	\$52,166	%.12
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$44,500,000	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	7%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	93%
Other (Please Explain)	%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: **S.C. Code Ann. §59-26-85**

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

1A.68 (SDE-EIA: National Board Certification Incentive)

Regulation(s): **43-50, 43-205.1**

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes **X** No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

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Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

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Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

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After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	Funds needed for National Board Certification supplement.			
Goal	Provide incentive funding for teachers achieving National Board Certification.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Provide funding for teachers achieving National Board Certification.	Ensures incentive funding.	Approximately 6,000 teachers who have achieved National Board Certification were provided with funding.	NBCTs in South Carolina received additional funding based on the timing of certification.	Finance documentation

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	Funds needed for National Board Certification supplement.			
Goal	Provide incentive funding for teachers achieving National Board Certification.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
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Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

Funding allows districts to support National Board certified teachers.

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

Changes to the proviso in the annual Appropriations Act limits funding for the state stipend to applicants who made application by June 30, 2018.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

Outcomes are assumed under EIA statute, which supports elevation of the teaching profession, teacher recruitment and retention, teacher incentives, and instructional improvement.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

Allocation of funding is monitored through budget processes of the SCDE Office of Finance. Budget actuals are provided with this report.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **Yes** _____ **X** _____ **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ X _____ No

If "Yes," please describe recommendations below:

National Board Certification

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	44,500,000.00	44,500,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	3,935,343.98	495,642.53
Total	48,435,343.98	44,995,642.53
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services	52,166.00	52,166.00
Supplies & Materials		
Fixed Charges		
Travel		
Equipment (Transportation)		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	47,887,535.45	44,943,476.53
Other: Transfers		
Total	47,939,701.45	44,995,642.53
Balance Remaining	495,642.53	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____X_____ The same as appropriated in the current fiscal year's appropriation.

_____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$44,500,000
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$44,500,000

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Professional Development	Address	1429 Senate Street Columbia SC 29201

FY 2019-20 EIA Appropriation	\$2,771,758.00	FY 2020-21 EIA Funding Request	\$2,771,758.00
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Program Contact	Anne Pressley	Organization	Office of Standards and Learning
Contact Title	Director	Address	1429 Senate Street Columbia SC 29201
Contact Phone	(803) 734-8574	Contact E-Mail	apressley@ed.sc.gov

Summary of Program:

EIA funds are appropriated and expended for professional development for certified instructional and instructional leadership personnel in grades kindergarten through twelve across all content areas. Funds are allocated directly to districts in support of this mission. Funds are also used to support the goals of the Office of Standards and Learning, which focuses on enhancing the capacity of teachers and district personnel to implement and support standards-based curriculum, instruction, and assessment practices. With student learning as the primary focus, the Office of Standards and Learning provides educators with a variety of ongoing, job-embedded, research-based professional learning opportunities that support public school districts' integration of all facets of the Profile of the South Carolina Graduate.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$506,987	18%
Retained by SCDE	\$2,048,177.50	74%
Allocated to Other Entities (Please Explain) Universities	\$216,593.50	8%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$2,771,758	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	100%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

NA

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

1.A.25 (SDE-EIA: Professional Development)

Regulation(s):

NA

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2018-19				
Problem/Issue	Students must graduate with the knowledge, skills and characteristics of the Profile of the South Carolina Graduate			
Goal	With student learning as the primary focus, the overall goal is to support districts' effective integration of all facets of the Profile of the South Carolina Graduate.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Continue to develop high-quality units of study and/or resources to enhance district-level curriculum resources.	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	Completed units of study/resources. Resources based on data being currently gathered.	Educators will have access to completed units of study/resources.	Completed units of study/resources.
Continue to utilize and enhance data-driven revision protocols for existing units of study and/or resources to enhance district-level curriculum resources.	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	Evidence of data collected and revised units of study/resources	Educators will have access to improved PLOs and see modeling of data-driven instruction.	Revised units of study/resources.
Increase statewide participation in professional learning opportunities.	Supports educator growth and instructional development related to the	Number of participants/districts represented.	Increased participation numbers determined by number of participants and	Session and attendance records

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

	Profile of the South Carolina Graduate.		districts represented.	
Monitor the effectiveness of professional learning opportunities to support ELA, Mathematics, Science, Social Studies, World Languages, Visual and Performing Arts, Health, Physical Education, Gifted and Talented (GT), Computer Science, and transdisciplinary learning models.	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	% of participants who apply new learning in their classrooms.	Divide number of participants showing evidence of implementation by total number of attendees in PLOs in each area .	Session and attendance records

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	Students must graduate with the knowledge, skills and characteristics of the Profile of the South Carolina Graduate			
Goal	With student learning as the primary focus, the overall goal is to support districts' effective integration of all facets of the Profile of the South Carolina Graduate.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Continue to develop high-quality units of study and/or resources to enhance district-level curriculum resources.	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	Completed units of study/resources. Resources based on data being currently gathered.	Educators will have access to completed units of study/resources.	Completed units of study/resources.
Continue to utilize and enhance data-driven revision protocols for existing units of study and/or resources to enhance district-level curriculum resources.	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	Evidence of data collected and revised units of study/resources	Educators will have access to improved PLOs and see modeling of data-driven instruction.	Revised units of study/resources.
Increase statewide participation in professional learning opportunities.	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	Number of participants/districts represented.	Increased participation numbers determined by number of participants and districts represented.	Session and attendance records
Monitor the effectiveness of professional learning	Supports educator growth and instructional	% of participants who apply new learning in their classrooms.	Divide number of participants showing	Session and attendance records

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

opportunities to support ELA, Mathematics, Science, Social Studies, World Languages, Visual and Performing Arts, Health, Physical Education, Gifted and Talented (GT), Computer Science, and transdisciplinary learning models.	development related to the Profile of the South Carolina Graduate.		evidence of implementation by total number of attendees in PLOs in each area .	
Fiscal Year 2020-21				
Problem/Issue	Students must graduate with the knowledge, skills and characteristics of the Profile of the South Carolina Graduate			
Goal	With student learning as the primary focus, the overall goal is to support districts' effective integration of all facets of the Profile of the South Carolina Graduate.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Continue to develop high-quality units of study and/or resources to enhance district-level curriculum resources.	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	Completed units of study/resources. Resources based on data being currently gathered.	Educators will have access to completed units of study/resources.	Completed units of study/resources.
Continue to utilize and enhance data-driven revision protocols for existing units of study and/or resources to	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	Evidence of data collected and revised units of study/resources	Educators will have access to improved PLOs and see modeling of data-driven instruction.	Revised units of study/resources.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

enhance district-level curriculum resources.				
Increase statewide participation in professional learning opportunities.	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	Number of participants/districts represented.	Increased participation numbers determined by number of participants and districts represented.	Session and attendance records
Monitor the effectiveness of professional learning opportunities to support ELA, Mathematics, Science, Social Studies, World Languages, Visual and Performing Arts, Health, Physical Education, Gifted and Talented (GT), Computer Science, and transdisciplinary learning models.	Supports educator growth and instructional development related to the Profile of the South Carolina Graduate.	% of participants who apply new learning in their classrooms.	Divide number of participants showing evidence of implementation by total number of attendees in PLOs in each area .	Session and attendance records

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

- The Learning Forward Standards for Professional Learning are the basis for best practices incorporated into Office of Standards and Learning PLOs.

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

- No external factors are expected to impact implementation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

2018-19 yielded the following outcomes:

- **48 statewide professional learning opportunities (PLOs) were provided by the Office of Standards and Learning, resulting in a 47.4% increase in the total number (38) offered in 2017-18;**
- **Total number of participants who registered for PLOs – 3,388 (up from 2,302 in 2017-18);**
- **Total number of participants who successfully completed PLOs – 1,928 (up from 1,812 in 2017-18);**
- **% of participants who successfully completed PLOs – 57.0 (down from 86.8);**
- **% of completers who applied new learning in their classrooms – 93% (up from 92% on 2017-18);**

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

Qualitative data gathered from content-area leadership groups via surveys and PLO participants via their reflections and data gathered during PLO sessions indicates an overall positive perception of the services provided and their benefits to instructors. Roughly 93% of PLO participants who completed a PLO saw enough value in the new learning they acquired during the PLO to apply that new learning in their classrooms. Application data was gathered via student work and other artifacts shared by instructors.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **Yes** **x** **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ **x** _____ No

If "Yes," please describe recommendations below:

Professional Development

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	2,771,758	2,771,758
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	61,926.14	1,183,799.69
Total	2,833,684.14	3,955,557.69
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service	20,739.50	21,000.00
Contractual Services	237,874.78	750,000.00
Supplies & Materials	441,666.38	1,065,877.50
Fixed Charges	136,084.45	105,000.00
Travel	79,726.82	100,000.00
Equipment (Transportation)	4,304.88	
Employer Contributions	5,907.14	6,300.00
Allocations to Districts/Schools/Agencies/Entities	723,580.50	1,907,380.19
Other: Transfers		
Total	1,649,884.45	3,955,557.69
Balance Remaining	1,183,799.69	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____x_____ The same as appropriated in the current fiscal year's appropriation.

_____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$2,771,758.00
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$2,771,758.00

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Assisting, Developing, and Evaluating Professional Teaching (ADEPT)	Address	8301 Parklane Road Columbia, SC 29223

FY 2019-20 EIA Appropriation	\$873,909	FY 2020-21 EIA Funding Request	\$873,909
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Program Contact	Lilla Toal Mandsager	Organization	Office of Educator Effectiveness and Leadership Development (OEELD)
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Summary of Program:

ADEPT is South Carolina's system for assisting, developing, and evaluating professional teaching. Based on evidence of teacher practice and student impact through instruments aligned with nationally recognized professional standards (i.e. SC Teaching Standards and Student Learning Objective), the ADEPT system forms a seamless continuum for educators throughout their careers. Moreover, the updates to the Expanded ADEPT system align seamlessly with the student-centered, data-driven instructional practices that will support all students to reach the Profile of the South Carolina graduate. In addition to applications for classroom-based teachers, the ADEPT system also includes standards and models for assisting, developing, and evaluating special area educators (i.e., school guidance counselors, library media specialists, and speech-language therapists).

EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$ 873,909	100%
Retained by SCDE	\$	%
Allocated to Other Entities (Please Explain)	\$	%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$873,909	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	100%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	100%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: S.C. Code Ann. §59-26-30 (B) (2004), S.C. Code Ann. §59-26-40 (2012)

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

1A.3 (SDE-EIA: Teacher Evaluations, Implementation/Education Oversight)

1A.38 (SDE-EIA: Assisting, Developing and Evaluating Professional Teaching - ADEPT)

Regulation(s):

R. 43-205.1. Assisting, Developing, and Evaluating Professional Teaching (ADEPT)

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

X	Yes	No
<u>Expanded Teacher Support and Evaluation Guidelines (2018)</u>		
<u>Induction and Mentoring Program Implementation Guidelines (2017)</u>		
<u>ADEPT Guidelines for School Library Media Specialists</u>		
<u>ADEPT for School Guidance Counselors, ADEPT for Speech-Language Therapists</u>		
<u>ADEPT for Speech-Language Therapists</u>		

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	Ensuring South Carolina's teachers and special area educators have an evaluation system that improves professional practice, provides support for professional growth and development, and focuses on student growth.			
Goal	1) To promote educator effectiveness and provide educator accountability through South Carolina's statewide system for Assisting, Developing, and Evaluating Professional Teaching. 2) To provide districts with flow through funds to offset costs directly associated with ADEPT-related planning, training, implementation, and program evaluation. 3) To provide districts data that helps them support the growth of all teachers, and to monitor and improve equitable access to effective teachers.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Support districts to implement effective induction and mentoring programs, formal evaluation models, professional growth and development initiatives,	Ensure districts promote educator effectiveness and provide educator accountability through their local ADEPT system.	Percentage of districts submitting ADEPT plans and returning signed ADEPT Assurance forms.	86 of 86 districts have signed assurances and submitted Expanded ADEPT plans to OEELD.	Review and approve ADEPT plans for each South Carolina public school district, describing their induction and mentoring programs, formal evaluation models,

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

and continuous improvement of the Expanded ADEPT program.		<p>Percentage of SC districts reporting ADEPT evaluation results.</p> <p>Number of educators participating in South Carolina's Expanded ADEPT Support and Evaluation system and percentage reported as having met the standards.</p>	<p>86 of 86 districts reported ADEPT evaluation data for classroom-based teachers and special area educators.</p> <p>As of August 29, 2019, 55,965 educators participated in South Carolina's Expanded ADEPT Support and Evaluation system and 94.12 percent were reported as having met the standards.</p>	professional growth and development initiatives, and ADEPT program evaluation results and implications.
Provide support and guidance to districts to support implementation of their approved ADEPT plans and compliance with relevant reporting and legal requirements.	Ensure districts promote educator effectiveness and provide educator accountability through their local ADEPT system through partnership with SCDE Regional ADEPT liaisons, targeted technical assistance, and professional learning opportunities.	<p>Number of beginning educators who receive a first year of assistance and support through induction and mentoring programs, and percentage of these educators who meet the requirements at the induction-contract level</p> <p>Number of educators receiving a second year of assistance and support through induction supports, and percentage of these educators who meet the requirements at the Induction 2 contract level</p> <p>Number of educators receiving a third year of assistance and support through induction, and percentage of these educators who meet the requirements at the Induction 3 contract level</p> <p>Number of teachers employed at the annual 1 contract level and who</p>	<p>As of August 29, 2019, 3,541 beginning educators received a first year of assistance and support through induction and mentoring programs, and 89.24 percent met the requirements at the Induction 1 contract level.</p> <p>569 educators received a second year of assistance and support through induction supports, and 89.10 percent met the requirements at the Induction 2 contract level.</p> <p>73 educators received a third year of assistance and support through induction supports, and 91.78 percent met the requirements at the Induction 3 contract level.</p> <p>3,925 teachers were employed at the Annual 1</p>	Quality of support provided to districts. Feedback on professional learning opportunities. Feedback on local implementation of mentoring and induction supports. SCLead.org data on teacher effectiveness over time.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

		underwent the ADEPT formal (summative) evaluation process	contract level and underwent the ADEPT formal (summative) evaluation process. 3, 615 educators met the requirements at the Annual 1 summative contract level.	
		Number of SBE-issued temporary certificate suspensions	6 educators were SBE-issued temporary certificate suspensions.	
Use district reported Induction I counts (certified first-year Induction-contract teachers who are participating in Induction programs and receiving support from qualified mentors) to determine ADEPT flow-through funding amounts for each South Carolina public school district.	Provide funding to ensure South Carolina's teachers have a teacher evaluation system that improves professional practice and provides support for professional growth and development.	Count/percentage of Induction 1 teachers receiving support services	As of January 2019, 3,538 teachers participated in Induction programs and received mentor supports.	

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	Ensuring South Carolina's teachers and special area educators have an evaluation system that improves professional practice, provides support for professional growth and development, and focuses on student growth.			
Goal	1) To promote educator effectiveness and provide educator accountability through South Carolina's statewide system for Assisting, Developing, and Evaluating Professional Teaching. 2) To provide districts with flow through funds to offset costs directly associated with ADEPT-related planning, training, implementation, and program evaluation. 3) To provide districts data that helps them support the growth of all teachers, and to monitor and improve equitable access to effective teachers.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Support districts to implement effective induction and mentoring programs, formal evaluation models, professional growth and development initiatives, and continuous improvement of the Expanded ADEPT program.	Ensure districts promote educator effectiveness and provide educator accountability through their local ADEPT system.	<p>Percentage of districts submitting ADEPT plans and returning signed ADEPT Assurance forms.</p> <p>Percentage of SC districts reporting ADEPT evaluation results.</p> <p>Number of educators participating in South Carolina's Expanded ADEPT Support and Evaluation system and percentage reported as having met the standards.</p>	<p>Increased on-time submission of ADEPT plans from prior year</p> <p>Timely Identification of ADEPT scoring model and approach by contract level and district use of SCLead.org</p> <p>Increase in number of districts with detailed induction and mentoring program supports, evaluation timeline, method of supporting SLO process and continuous improvement efforts</p>	<p>Count of districts with signed Assurance Plans. ADEPT plans describe local induction and mentoring programs, formal evaluation models, professional growth and development initiatives, and ADEPT program evaluation results and implications. (Source: SCLead.org)</p> <p>Count of districts with evaluation data reported in SCLead.org (Source: 2019-20 Staff Evaluations-ADEPT report)</p>

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

				Count of educators with 2020-21 evaluations and percent of educators with Met overall status as reported by district in SCLead.org (Source: 2019-20 ADEPT Report)
Provide support and guidance to districts to support implementation of their approved ADEPT plans and compliance with relevant reporting and legal requirements.	Ensure districts promote educator effectiveness and provide educator accountability through their local ADEPT system through partnership with SCDE Regional ADEPT liaisons, targeted technical assistance, and professional learning opportunities.	<p>Number of beginning educators who receive a first year of assistance and support through induction and mentoring programs, and percentage of these educators who meet the requirements at the induction-contract level</p> <p>Number of educators receiving a second year of assistance and support through induction supports, and percentage of these educators who meet the requirements at the Induction 2 contract level</p> <p>Number of educators receiving a third year of assistance and support through induction, and percentage of these educators who meet the requirements at the Induction 3 contract level</p> <p>Number of teachers employed at the annual 1 contract level and who underwent the ADEPT formal (summative) evaluation process</p> <p>Number of SBE-issued temporary certificate suspensions</p>	<p>Improved delivery of services and supports for Induction teachers</p> <p>Accurate reporting of number of teachers employed at Annual 1 contract level</p> <p>Timely submission of sanctions data to SBE</p>	<p>Count of educators receiving Induction support and percent of Induction 1, Induction 2, and Induction 3 educators with Met overall status as reported by district in SCLead.org (Source: 2019-20 ADEPT Report)</p> <p>Feedback on local implementation of mentoring and induction supports (Source: CERRA feedback)</p> <p>Count of educators employed at Annual 1 contract level and received ADEPT formal (summative) evaluation (Source: 2019-20 ADEPT Report)</p> <p>Count of educators who unsuccessfully completed the formal evaluation process at the Annual contract level for the second time (Source: Sanctions report)</p>

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Use district reported Induction I counts (certified first-year Induction-contract teachers who are participating in Induction programs and receiving support from qualified mentors) to determine ADEPT flow-through funding amounts for each South Carolina public school district.	Provide funding to ensure South Carolina's teachers have a teacher evaluation system that improves professional practice and provides support for professional growth and development.	Count of Induction 1 teachers receiving support services	Accurate reporting of number of teachers employed at Annual 1 contract level	Count of educators that participated in Induction programs and received mentor supports (Source: 2019-20 Induction 1 Teacher Count by District)
Fiscal Year 2020-21				
Problem/Issue	Ensuring South Carolina's teachers and special area educators have an evaluation system that improves professional practice, provides support for professional growth and development, and focuses on student growth.			
Goal	1) To promote educator effectiveness and provide educator accountability through South Carolina's statewide system for Assisting, Developing, and Evaluating Professional Teaching. 2) To provide districts with flow through funds to offset costs directly associated with ADEPT-related planning, training, implementation, and program evaluation. 3) To provide districts data that helps them support the growth of all teachers, and to monitor and improve equitable access to effective teachers.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Support districts to implement effective induction and mentoring programs, formal evaluation models, professional growth and development initiatives, and continuous improvement of the Expanded ADEPT program.	Ensure districts promote educator effectiveness and provide educator accountability through their local ADEPT system.	Percentage of districts submitting ADEPT plans and returning signed ADEPT Assurance forms	Increased on-time submission of ADEPT plans from prior year Timely Identification of ADEPT scoring model and approach by contract level and district use of SCLead.org	Count of districts with signed Assurance Plans. ADEPT plans describe local induction and mentoring programs, formal evaluation models, professional growth and development initiatives, and ADEPT program evaluation results and

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

		<p>Percentage of SC districts reporting ADEPT evaluation results</p> <p>Number of educators participating in South Carolina's Expanded ADEPT Support and Evaluation system and percentage reported as having met the standards</p>	<p>Increase in number of districts with detailed induction and mentoring program supports, evaluation timeline, method of supporting SLO process and continuous improvement efforts</p>	<p>implications. (Source: SCLead.org)</p> <p>Count of districts with evaluation data reported in SCLead.org (Source: 2020-21 Staff Evaluations –ADEPT report)</p> <p>Count of educators with 2020-21 evaluations and percent of educators with Met overall status as reported by district in SCLead.org (Source: 2020-21 ADEPT Report)</p>
<p>Provide support and guidance to districts to support implementation of their approved ADEPT plans and compliance with relevant reporting and legal requirements.</p>	<p>Ensure districts promote educator effectiveness and provide educator accountability through their local ADEPT system through partnership with SCDE Regional ADEPT liaisons, targeted technical assistance, and professional learning opportunities.</p>	<p>Number of beginning educators who receive a first year of assistance and support through induction and mentoring programs, and percentage of these educators who meet the requirements at the induction-contract level</p> <p>Number of educators receiving a second year of assistance and support through induction supports, and percentage of these educators who meet the requirements at the Induction 2 contract level</p> <p>Number of educators receiving a third year of assistance and support</p>	<p>Improved delivery of services and supports for Induction teachers</p> <p>Accurate reporting of number of teachers employed at Annual 1 contract level</p> <p>Timely submission of sanctions data to SBE</p>	<p>Count of educators receiving Induction support and percent of Induction 1, Induction 2, and Induction 3 educators with Met overall status as reported by district in SCLead.org (Source: 2020-21 ADEPT Report)</p> <p>Feedback on local implementation of mentoring and induction supports (Source: CERRA feedback)</p> <p>Count of educators employed at Annual 1</p>

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

		<p>through induction, and percentage of these educators who meet the requirements at the Induction 3 contract level</p> <p>Number of teachers employed at the annual 1 contract level and who underwent the ADEPT formal (summative) evaluation process</p> <p>Number of SBE-issued temporary certificate suspensions</p>		<p>contract level and received ADEPT formal (summative) evaluation (Source: 2020-21 ADEPT Report)</p> <p>Count of educators who unsuccessfully completed the formal evaluation process at the Annual contract level for the second time (Source: Sanctions report)</p>
Use district reported Induction I counts (certified first-year Induction-contract teachers who are participating in Induction programs and receiving support from qualified mentors) to determine ADEPT flow-through funding amounts for each South Carolina public school district.	Provide funding to ensure South Carolina's teachers have a teacher evaluation system that improves professional practice and provides support for professional growth and development.	Count/percentage of Induction 1 teachers receiving support services	Accurate reporting of number of teachers employed at Annual 1 contract level	Count of educators that participated in Induction programs and received mentor supports (Source: 2020-21 Induction 1 Teacher Count by District)

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

Research on successful approaches to teacher evaluation suggests that:

- Teacher evaluation should be based on professional teaching standards and should be sophisticated enough to assess teaching quality across the continuum of development from novice to expert teacher.
- Evaluations should include multi-faceted evidence of teacher practice, student learning, and professional contributions that are considered in an integrated fashion, in relation to one another and to the teaching context.
- Evaluators should be knowledgeable about instruction and well trained in the evaluation system, including the process of how to give productive feedback and how to support ongoing learning for teachers.
- Evaluation should be accompanied by useful feedback, and connected to professional development opportunities that are relevant to teachers' goals and needs, including both formal learning opportunities and peer collaboration, observation, and coaching.
- The evaluation system should value and encourage teacher collaboration, both in the standards and criteria that are used to assess teachers' work, and in the way results are used to shape professional learning opportunities.
- Expert teachers should be part of the assistance and review process for new teachers and for teachers needing extra assistance. They can provide the additional subject-specific expertise and person-power needed to ensure that intensive and effective assistance is offered and that decisions about tenure and continuation are well grounded.
- Panels of teachers and administrators should oversee the evaluation process to ensure that it is thorough and of high quality, as well as fair and reliable.

Darling-Hammond, L. (2012). *Creating a comprehensive system for evaluating and supporting effective teaching*. Stanford, CA. Stanford Center for Opportunity Policy in Education.

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

A number of external factors may impact implementation including:

- OEELD completed statewide implementation of the new SCLead.org data system in August 2018 to support district reporting of principal , classroom-based teacher, and special area educator evaluation data. Continued technical assistance will be provided to address SCTS 4.0 process fidelity, technology skills in local districts and import process challenges.
- Recruitment and retention of effective teachers is impacted by declining enrollment in teacher preparation programs nationwide.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

Final ADEPT Results 2018–19

The following charts summarize the 2018–19 ADEPT evaluation results for teachers at each contract level. As information, **55,965 teachers were employed during the 2018–19 academic year**. Data for this report were submitted electronically by school districts via a web-based South Carolina Leadership, Effectiveness, Advancement, and Development data system (SCLead.org) as of August 29, 2019.

	<i>Number of Teachers at each Contract Level and Evaluation Outcomes</i>				
Contract Level	Total Number	Met	Not Met	Incomplete	Not Reported
Induction 1	3,679	3,283	92	166	138
Induction 2	569	507	14	26	22
Induction 3	73	67	3	3	0
Annual 1	4,197	3,724	59	211	203
Annual 2	1,675	1,543	32	52	48
Annual 3	471	428	12	15	16
Annual 4	152	138	4	6	4
Continuing	43,480	41,677	364	755	684
Letter of Agreement	1,215	1,029	10	81	95

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.

EIA Programs Administered by SC Department of Education

- Is it leading to expected outcomes? If no, explain.
- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

OEELD creates relationships with district staff in charge of implementing ADEPT. Through monthly office hours, newsletters, participation in stakeholder groups, professional learning opportunities, and collaboration with participants in our leadership development programs, we gather feedback throughout the year on educator, principal, and district level needs.

Systematically, the ADEPT plan allows SCDE to understand, provide feedback, and request revisions to the plan for ADEPT support and evaluation plans for the upcoming school year. The SCLead.org data management system provided us the opportunity to share information about evaluations with districts and education preparation programs to support program improvement.

There are several allowable uses for the ADEPT money, and not all are specific to induction and mentoring even though an induction teacher count is used to allocate the total funds to each district. Although we do not ask for a report from districts regarding how their allocation was spent, we do monitor implementation through ADEPT plans, our data system, and our collaboration with CERRA and the induction and mentoring coordinators.

The appropriation amount to districts ranged between 200 and 300 dollars per Induction I teacher. Districts report that they struggle with the amount, and have provided direct feedback to SCDE that particularly with the number of new and international teachers who need faculty mentors and the requirements for direct feedback in the new evaluation system, the allotment it is not sufficient.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **X** _____ **Yes** _____ **No**

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

If “Yes,” please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

- University of South Carolina Research Evaluation, and Measurement Center South Carolina Educator Effectiveness: Expanded ADEPT, 2016-18 Evaluation Report (June 2018, Attached)
- SREB Educator Effectiveness Progress Monitoring Report, South Carolina (Fall 2017, Attached)
- [American Institutes of Research Educator Perceptions of Teacher and Principal Evaluations Survey \(2016, hyperlinked\)](#)
- American Institutes of Research Educator Perceptions of Teacher Evaluations Survey (Fall 2018, Attached)

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ X _____ No

If "Yes," please describe recommendations below:

ADEPT

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	873,909.00	873,909
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		-
Total	873,909.00	873,909.00

Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment (Transportation)		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	873,909.00	873,909.00
Other: Transfers		
Total	873,909.00	873,909.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____X_____ The same as appropriated in the current fiscal year's appropriation.

_____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Technology (E-Rate)	Address	1429 Senate Street Columbia SC 29201

FY 2019-20 EIA Appropriation	\$12,271,826	FY 2020-21 EIA Funding Request	\$ 12,271,826
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Program Contact	Valarie Byrd	Organization	Chief Information Office
Contact Title	Senior Consultant	Address	1429 Senate Street Columbia SC 29201
Contact Phone	(803) 734-1434	Contact E-Mail	vbyrd@ed.sc.gov

Summary of Program:

The South Carolina K-12 School Technology Initiative – steered by a public/private partnership that includes the SC Department of Administration, SC Department of Education, SC Education Oversight Committee, SC Educational Television, SC State Library and private sector representatives, AT&T and the SC Telecommunications and Broadband Association. It guides the distribution of appropriated funds.

These funds collectively help to meet our schools’ need for software, hardware, connectivity, digital content, instructional technologies, cybersecurity protection and professional development opportunities. The initiative manages a consortium for filing applications with the Universal Service Administrative Company (USAC) for the universal service schools and libraries program (E-rate) for affordable and discounted telecommunications and internet access.

The ultimate goal of the South Carolina K-12 School Technology Initiative is to help produce graduates who are supplied with the necessary skills to excel in today’s highly competitive global marketplace. More information can be found on the SC K-12 School Technology Initiative website at <https://sck12techinit.sc.gov/>

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$ 459,864.75	3.75%
Retained by SCDE	\$174,132	1.42%*
Allocated to Other Entities (Please Explain)	\$ 11,637,829.25	94.83%
Disbursed to other K12 Technology Initiative Partners:		
DOA \$11,251,385.12		
SCETV \$138,550.00		
State Library \$247,894.13		
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$12,271,826	100.00%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds "Allocated to School Districts," please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%

EIA Programs Administered by SC Department of Education

Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%
Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain) Non-E-Rate Network Infrastructure Match	100%
TOTAL:	%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

N/A

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1.70 (SDE: Technology Technical Assistance)
1.71 (SDE: Technology Technical Assistance)
91.23 (LEG: Technology Panel)
117.27 (GP: School Technology Initiative)

Regulation(s):
N/A

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

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If yes, please describe:

K12 TI Governance Bylaws,
<https://sck12techinit.sc.gov/sites/default/files/Documents/K12SchoolTechnologyInitiativeCommitteeGovernanceBylaws0813.pdf>

K12 TI Bandwidth Policies,
<https://sck12techinit.sc.gov/e-rate/bandwidth-allocation-policies>

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	For students to meet the <i>Profile of the South Carolina Graduate</i> , South Carolina needs a statewide foundation for educational technology guidance and support; equitable, ample and secure bandwidth access; and a variety of personalized teacher and student digital resources and content using limited funding sources.			
Goal	The South Carolina K-12 School Technology Initiative helps produce graduates who meet the <i>Profile of the South Carolina Graduate</i> and who are supplied with the necessary skills to excel in today's highly competitive global marketplace, by supporting network infrastructure, connectivity, security, high-quality digital learning content, professional development and curriculum support for educators; and fostering communications and collaboration opportunities linking learners, educators, parents and the broader community.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
<ul style="list-style-type: none"> Complete and disseminate the 2018-20 South Carolina State Educational 	<ul style="list-style-type: none"> Provide a statewide vision and goals for the direction and outcomes for 	<ul style="list-style-type: none"> Publication of the EdTech Plan; publication of the Digital Learning Plan; submission of updated district technology 	<ul style="list-style-type: none"> South Carolina school districts improve infrastructure, instructional 	<ul style="list-style-type: none"> Published plans District technology plans Technology survey

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Technology Plan (EdTech Plan), and collaborate on the Digital Learning Plan (proviso 1A.86) to ensure support for competencies required by the <i>Profile of the SC Graduate</i> (SCDE)	educational technology and digital learning aligned to the <i>Profile of the SC Graduate</i> .	plans.	technology, data security, personalized learning resources, and students' technology skills.	responses. <ul style="list-style-type: none"> IT Healthchecks and assessments. Online testing
<ul style="list-style-type: none"> Create and disseminate digital educational content to support preK-12 needs and students' progression to meet the <i>Profile of the SC Graduate</i>. (SCETV \$138,550) (SCDE other funding) 	<ul style="list-style-type: none"> Provide high-quality, cost effective, personalized teacher and student digital resources and content Update 8100 Knowitall media assets to newer formats (HTML5, CSS3, and EPUB) 	<ul style="list-style-type: none"> ETV resources (StreamlineSC, Knowitall, LearningWhy, PBS Learning Media) Virtual SC courses, PD, learning objects, digital instructional materials (other funding) 	<ul style="list-style-type: none"> # of on-demand resources used. # of assets upgraded to new formats Satisfaction survey results 	<ul style="list-style-type: none"> # of on-demand resources used. # of updated assets Satisfaction survey results VirtualSC enrollments (other funds)
<ul style="list-style-type: none"> Expand e-rate supported connectivity and ancillary services for schools and districts to ensure equitable opportunities for students to meet the Profile of the SC Graduate. (\$7.6 million for erate and \$8,100 for training; \$2.6 million for matching) Non-E-rate network infrastructure match 	<ul style="list-style-type: none"> Provide consortium applications to support equitable, ample, and secure bandwidth. Provide training and technical assistance for USAC applications. Provide matching funds to support category 2 funding applications 	<ul style="list-style-type: none"> Consortium applications Funding approvals Training opportunities Category 2 applications with matching funds 	<ul style="list-style-type: none"> E-rate supported connectivity Rate reductions Internet bandwidth speed increases 	<ul style="list-style-type: none"> # of training opportunities. # of schools receiving e-rate supported connectivity Average internet bandwidth speed

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

(\$383,374) (DTO/DoA)				
<ul style="list-style-type: none"> Improve information security solutions offered to schools so that student data are safe. (\$1.085 million) 	<ul style="list-style-type: none"> Provide DNS-based Internet Security options for SC schools with Cisco Umbrella services that is CIPA compliant (USAC requirement) 	<ul style="list-style-type: none"> Districts using the Cisco umbrella services. 	<ul style="list-style-type: none"> Reduction in successful security threats 	<ul style="list-style-type: none"> Use of services Vulnerabilities ameliorated
<ul style="list-style-type: none"> Pilot centralized backup and recovery services for districts. (SCDE \$174,132) 	<ul style="list-style-type: none"> Provide affordable, professional data backup and recovery services for districts without the resources or expertise 	<ul style="list-style-type: none"> Districts on contract for backup and recovery services Proof of concept 	<ul style="list-style-type: none"> Participating districts attacked with ransomware or malware have adequate and prompt backup and recovery of secure data without paying ransom fees 	<ul style="list-style-type: none"> # of districts on contract Satisfaction survey Records of recovery incidents
<ul style="list-style-type: none"> Provide Learn360 (State Library \$198,500): 130,000 digital media resources from more than 200 top educational producers. 	<ul style="list-style-type: none"> Provide Learn360 digital resources to teachers; previously provided by SCETV 	<ul style="list-style-type: none"> Use of digital resources to improve student learning. Districts can free up funding currently being used for Learn360 or similar digital resources. 	<ul style="list-style-type: none"> # of resources used Amount of district resources saved 	<ul style="list-style-type: none"> # of resources used Amount of district resources saved
<ul style="list-style-type: none"> Produce an academic standards authoring tool with machine readable standards capable of linking digital resources aligned to SC standards and the <i>Profile</i> (FY 17-18 \$100,000 SCDE) 	<ul style="list-style-type: none"> During 2017-18 SCDE issued an RFP for a standards authoring tool. A contract was awarded in 	<ul style="list-style-type: none"> Development of the system. Entry of metadata on existing standards. As future standards are authored metadata about depth of knowledge, preceding standards, and content will generate machine readable standards more easily linkable to digital resources of all kinds. 	<ul style="list-style-type: none"> Educators and students have more readily available knowledge of whether digital resources align to SC standards, and which resources align. 	<ul style="list-style-type: none"> Completed system. Standards entered in the system. Digital resources tied to standards through the system.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
<ul style="list-style-type: none"> Complete and disseminate the 2020-22 South Carolina State Educational Technology Plan (EdTech Plan) Ensure the new EdTech Plan supports competencies required by the <i>Profile of the SC Graduate</i> (SCDE). (proviso 1.70: \$350,000) 	<ul style="list-style-type: none"> Provide a statewide vision and goals for the direction and outcomes for educational technology and digital learning aligned to the <i>Profile of the SC Graduate</i>. 	<ul style="list-style-type: none"> Publication of the EdTech Plan; submission of updated district technology plans. 	<ul style="list-style-type: none"> South Carolina school districts improve infrastructure, instructional technology, data security, personalized learning resources, and students' technology skills. 	<ul style="list-style-type: none"> Published State Education Technology Plan District technology plans IT Healthchecks and assessments. Online testing
<ul style="list-style-type: none"> Provide processing and storage resources to host School District Web sites. Provide guideline and templates for web site development while allowing Districts the ability to maintain 	<ul style="list-style-type: none"> Provide better information will be available to the schools, students, parents and community. Provide an opportunity to acquire standards and cost savings to 	<ul style="list-style-type: none"> Better information will be available to the schools, students, parents and community. Costs savings to Districts. Standards will be available to the participating Districts 	<ul style="list-style-type: none"> South Carolina school districts will have the resources available to build and maintain their web sites. Reduction in out of compliance concerns (US DOE-OCR). 	<ul style="list-style-type: none"> Direct feedback from participating school districts

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

their own content. <ul style="list-style-type: none"> • Provide Districts with web accessibility compliance assistance and limited web programming services (SCDE:\$239,000) 	Districts.		<ul style="list-style-type: none"> • Reduction in districts outsource service cost. 	
<ul style="list-style-type: none"> • The creation of standards-based, South Carolina-specific, educational resources on a digital platform (SCETV: \$143,550.00) 	<ul style="list-style-type: none"> • Develop interactive curriculum content that includes virtual reality and 360 activities • Convert existing content from Flash to HTML 5 • Create SC-specific lesson plans to support content development • 	<ul style="list-style-type: none"> • New content • Lesson Plans • Converted assets from Flash to HTML 5 	<ul style="list-style-type: none"> • Increased classroom use of updated and new content • Increased access to lesson plans for South Carolina educators • Increased training and professional development requests 	<ul style="list-style-type: none"> • Web Analytics • Responses from the annual educator survey • Feedback from Educator Focus Groups • Training and PD Evaluation • Student Learning Outcomes in Pilot Areas
<i>(SCETV Cont.)</i> <ul style="list-style-type: none"> • Support personnel to assist with standards alignment and curriculum development 	<ul style="list-style-type: none"> • Focus on content that addresses gaps in the standards • Align existing assets to standards • Examine existing content specific to transition of new SC Social Studies standards 	<ul style="list-style-type: none"> • New content • Lesson Plans • Professional Development Workshops 	<ul style="list-style-type: none"> • Expanded content and lesson plans to address existing gaps • Increased standards aligned content • Increased training and professional development requests 	<ul style="list-style-type: none"> • Web Analytics • Responses from the annual educator survey • Feedback from Educator Focus Groups • Training and PD Evaluation • Student Learning Outcomes in Pilot Areas
<i>(SCETV Cont.)</i> <ul style="list-style-type: none"> • Platforms on which to host educational content 	<ul style="list-style-type: none"> • Purchase contract/cloud-based services to support website maintenance 	<ul style="list-style-type: none"> • Hosted Web content 	<ul style="list-style-type: none"> • Easily accessible content that complies with UDL guidelines • 	<ul style="list-style-type: none"> • Limited issues with accessibility to and use of resources •

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

	and content development			
<ul style="list-style-type: none"> Provide access to the World Almanac for Kids grades 2-9 (State Library: \$91,020) 	<ul style="list-style-type: none"> Provide a age appropriate research database for young learners in a safe and trusted environment 	<ul style="list-style-type: none"> Implementation of the World Almanac for Kids 	<ul style="list-style-type: none"> User-friendly support of young learners in developing skills to do research 	<ul style="list-style-type: none"> Feedback from users
<ul style="list-style-type: none"> Expand e-rate supported connectivity and ancillary services for schools and districts to ensure equitable opportunities for students to meet the Profile of the SC Graduate. (\$7.6 million for erate and \$9,600 for training; \$2.7 million for matching) Non-E-rate network infrastructure match (\$250,000) (DTO/DoA) 	<ul style="list-style-type: none"> Provide consortium applications to support equitable, ample, and secure bandwidth. Provide training and technical assistance for USAC applications. Provide matching funds to support category 2 funding applications 	<ul style="list-style-type: none"> Consortium applications Funding approvals Training opportunities Category 2 applications with matching funds 	<ul style="list-style-type: none"> E-rate supported connectivity Rate reductions Internet bandwidth speed increases 	<ul style="list-style-type: none"> # of training opportunities. # of schools receiving e-rate supported connectivity Average internet bandwidth speed
<ul style="list-style-type: none"> Improve information security solutions offered to schools so that student data are safe. (\$1.061 million) (DTO/DoA) 	<ul style="list-style-type: none"> Provide DNS-based Internet Security options for SC schools with Cisco Umbrella services that is CIPA compliant (USAC requirement) 	<ul style="list-style-type: none"> Districts using the Cisco umbrella services. 	<ul style="list-style-type: none"> Reduction in successful security threats 	<ul style="list-style-type: none"> Use of services Vulnerabilities ameliorated
Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources	Activities/Intervention	Outputs	Outcomes (1-2 years)	Measures and Assessment

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

(What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	(What does the project or program do to make progress toward goal and/or address the problem?)	(How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	(How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
<ul style="list-style-type: none"> Review the 2020-22 South Carolina State Educational Technology Plan (EdTech Plan) for revisions to ensure the plan still supports competencies required by the <i>Profile of the SC Graduate</i> (SCDE). 	<ul style="list-style-type: none"> If needed, Provide revised statewide vision and goals for the direction and outcomes for educational technology and digital learning aligned to the <i>Profile of the SC Graduate</i>. 	<ul style="list-style-type: none"> If needed, release a revised publication of the EdTech Plan; submission of updated district technology plans with revised requirements. 	<ul style="list-style-type: none"> South Carolina school districts improve infrastructure, instructional technology, data security, personalized learning resources, and students' technology skills. 	<ul style="list-style-type: none"> Release revised State Education Technology Plan (if required) District technology plans IT Healthchecks and assessments. Online testing
<ul style="list-style-type: none"> Provide processing and storage resources to host School District Web sites. Provide guideline and templates for web site development while allowing Districts the ability to maintain their own content. Provide Districts with web accessibility compliance assistance and limited web programming services (SCDE) 	<ul style="list-style-type: none"> Provide better information will be available to the schools, students, parents and community. Provide an opportunity to acquire standards and cost savings to Districts. 	<ul style="list-style-type: none"> Better information will be available to the schools, students, parents and community. Costs savings to Districts. Standards will be available to the participating Districts 	<ul style="list-style-type: none"> South Carolina school districts will have the resources available to build and maintain their web sites. Reduction in out of compliance concerns (US DOE-OCR). 	<ul style="list-style-type: none"> Direct feedback from participating school districts

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

<ul style="list-style-type: none"> Establish (3) additional technology offices in the state to provide networking assistance to School Districts 	<ul style="list-style-type: none"> Provide better support to school district for technology Provide regional technicians 	<ul style="list-style-type: none"> Better support and response times for Districts to address technology concerns More efficiently run networks and technology resources Cost savings to districts Standardized network support statewide. 	<ul style="list-style-type: none"> Better management of infrastructure support for Education Technology 	<ul style="list-style-type: none"> Direct feedback from districts utilizing this service Documented network improvements
<ul style="list-style-type: none"> The creation of standards-based, South Carolina-specific, educational resources on a digital platform (SCETV) 	<ul style="list-style-type: none"> Develop interactive curriculum content that includes virtual reality and 360 activities Convert existing content from Flash to HTML 5 Create SC-specific lesson plans to support content development 	<ul style="list-style-type: none"> New content Lesson Plans Converted assets from Flash to HTML 5 	<ul style="list-style-type: none"> Increased classroom use of updated and new content Increased access to lesson plans for South Carolina educators Increased training and professional development requests 	<ul style="list-style-type: none"> Web Analytics Responses from the annual educator survey Feedback from Educator Focus Groups Training and PD Evaluation Student Learning Outcomes in Pilot Areas
<p><i>(SCETV Cont.)</i></p> <ul style="list-style-type: none"> Support personnel to assist with standards alignment and curriculum development 	<ul style="list-style-type: none"> Focus on content that addresses gaps in the standards Align existing assets to standards Examine existing content specific to transition of new SC Social Studies standards 	<ul style="list-style-type: none"> New content Lesson Plans Professional Development Workshops 	<ul style="list-style-type: none"> Expanded content and lesson plans to address existing gaps Increased standards aligned content Increased training and professional development requests 	<ul style="list-style-type: none"> Web Analytics Responses from the annual educator survey Feedback from Educator Focus Groups Training and PD Evaluation Student Learning Outcomes in Pilot Areas
<p><i>(SCETV Cont.)</i></p> <ul style="list-style-type: none"> Platforms on which to host educational 	<ul style="list-style-type: none"> Purchase contract/cloud-based services to support 	<ul style="list-style-type: none"> Hosted Web content 	<ul style="list-style-type: none"> Easily accessible content that complies with UDL guidelines 	<ul style="list-style-type: none"> Limited issues with accessibility to and use of resources

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

content	website maintenance and content development			
<ul style="list-style-type: none"> • Provide access to the World Almanac for Kids grades 2-9 (SC State Library) 	<ul style="list-style-type: none"> • Provide a age appropriate research database for young learners in a safe and trusted environment 	<ul style="list-style-type: none"> • Implementation/Expansion of the World Almanac for Kids 	<ul style="list-style-type: none"> • Expand the availability of the World Almanac for Kids 	<ul style="list-style-type: none"> • Feedback from users • Available Analytics
<ul style="list-style-type: none"> • Expand e-rate supported connectivity and ancillary services for schools and districts to ensure equitable opportunities for students to meet the Profile of the SC Graduate. (for erate and training; for matching funds) • Non-E-rate network infrastructure match (DTO/DoA) 	<ul style="list-style-type: none"> • Provide consortium applications to support equitable, ample, and secure bandwidth. • Provide training and technical assistance for USAC applications. • Provide matching funds to support category 2 funding applications 	<ul style="list-style-type: none"> • Consortium applications • Funding approvals • Training opportunities • Category 2 applications with matching funds 	<ul style="list-style-type: none"> • E-rate supported connectivity • Rate reductions • Internet bandwidth speed increases 	<ul style="list-style-type: none"> • # of training opportunities. • # of schools receiving e-rate supported connectivity • Average internet bandwidth speed
<ul style="list-style-type: none"> • Improve information security solutions offered to schools so that student data are safe. (DTO/DoA) 	<ul style="list-style-type: none"> • Provide DNS-based Internet Security options for SC schools with Cisco Umbrella services that is CIPA compliant (USAC requirement) 	<ul style="list-style-type: none"> • Districts using the Cisco umbrella services. 	<ul style="list-style-type: none"> • Reduction in successful security threats 	<ul style="list-style-type: none"> • Use of services • Vulnerabilities ameliorated

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

- Annual research process is conducted by the K-12 Schools Technology Initiative Committee principals
- The results of this research are published in the form of an annual report.
- Additional information regarding the annual SC K-12 School Technology Initiative Progress Reports can be found via the following website:
<https://sck12techinit.sc.gov/publications>
- Content transition from Flash to HTML 5 is necessary for content resources to remain relevant instructional tools for SC educators
- Virtual reality and 360 content offers easily accessible immersive experiences to students, parents, and teachers at no cost
- PBS Kids educational content provides an effective model for learning experiences that incorporate the child's entire learning community. ETV uses this model as a framework for the development of educational content that is South Carolina specific and aligned to standards.

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

- Implementation may be impacted by a number of external factors:
 - Available funding (state and federal)
 - Available resources
 - Contract negotiations
 - The Federal E-Rate program administration (filing process, compliance requirements, etc.).
 - Unexpected Costs
 - Ability to find qualified personnel to support work
 - Changes in K12 standards
 - Requests associated with legislative/community/state priorities
 - Availability of internet service providers and broadband in some areas.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program's impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

Outcomes are assumed under EIA statute, which supports instructional improvement.

Refer to the South Carolina K-12 School Technology Initiative's 2018-19 Progress Report for more specific statistics data: <https://sck12techinit.sc.gov/sites/default/files/Documents/2018-19%20K-12%20Progress%20Report.pdf>

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

Annually implementation is summarized in the K-12 Schools Technology Initiative Committee annual report and during meetings of the initiative. Documentation can be found at <https://sck12techinit.sc.gov/publications>

During the past year the initiative continued providing security services to school districts and library systems. School district and libraries participated in the e-rate matching fund program. The SCDE pilot project, which offers a service to provide backup and recovery services for school districts, was well received by participants.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes X No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

 x Yes No

If "Yes," please describe recommendations below:

Changes are recommended to update Proviso 1.71.

K-12 Technology

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	12,271,826.00	12,271,826
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	100,000.00	60,000.00
Total	12,371,826.00	12,331,826.00
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		60,000
Supplies & Materials	204,524.22	
Fixed Charges		
Travel		
Equipment (Transportation)		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	459,864.75	
Other: Transfers	11,637,829.25	12,271,826
Total	12,302,218.22	12,331,826.00
Balance Remaining	69,607.78	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

 X The same as appropriated in the current fiscal year's appropriation.

 An increase over the current fiscal year's appropriation.

 A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$12,271,826
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$12,271,826

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

EIA Programs Administered by SC Department of Education

FORM D

PROVISO REVISION REQUEST

Number	1.70
	<i>Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").</i>
Title	(SDE: Technology Technical Assistance)
	<i>Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.</i>
Budget Program	VIII.D - Technology
	<i>Identify the associated budget program(s) by name and budget section.</i>
Related Budget Request	None
	<i>Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.</i>
Requested Action	Amend
	<i>Choose from: Add, Delete, Amend, or Codify.</i>
Other Agencies Affected	None
	<i>Which other agencies would be affected by the recommended action? How?</i>
Summary & Explanation	<p>The agency proposes updating proviso 1.71. Currently the technical assistance is limited to <i>Abbeville</i> districts. Expansion would allow more regional technical assistance. The technology review team reports mentioned are several years old; the agency suggests deleting that language. Although the agency continues to support the option of waivers for online testing, the Education Accountability Act will require publication of report cards by September 1, 2020 (currently October 1, and historically November 15). To prepare report card data with those assessment results the vendor needs the paper answer forms as quickly as possible. The agency has issued guidance that we will ask the State Board to only approve waivers when the testing occurs in the first ten days of the testing window, with shipping by a set (earlier) date. The proposed language edition clarifies that authority.</p>

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Impact

None.

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Proposed
Proviso Text

1.70. (SDE: Technology Technical Assistance) Funds appropriated to the Department of Education for Technology Technical Assistance must be used to increase the capacity of districts who are or were the original trial and plaintiff school districts in the Abbeville law suit. Funds shall be used by the department to assist school districts in procuring appropriate technology to include devices and infrastructure in accordance with the recommendations made by the technology review team to begin and to build capacity to offer online testing and increased access. For the current fiscal year districts and individual public charter schools may request a waiver from the State Board of Education from the requirement that all assessments be administered online; however, any paper administrations must be completed according to the deadlines set by the Department.

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Grants Committee	Address	1429 Senate Street Columbia SC 29201

FY 2019-20 EIA Appropriation	\$504,313	FY 2020-21 EIA Funding Request	\$ 7,504,313
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Program Contact	Emily Heatwole	Organization	Governmental Affairs
Contact Title	Director	Address	1429 Senate Street Columbia SC 29201
Contact Phone	(803) 734-4066	Contact E-Mail	eeheatwole@ed.sc.gov

Summary of Program: During Fiscal Year-20, the agency received funding for allocation through the grants committee. The committee accepted applications from July 1-31st with award notifications sent to recipients on August 23, 2019. Funds will be allocated to recipients in late September/early October. The committee received requests totaling \$7,082,235 but was only appropriated \$3,304,313, of which \$504,313 is EIA revenue.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$	%
Retained by SCDE	\$	%
Allocated to Other Entities (Please Explain)	\$504,313	100%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$504,313	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds "Allocated to School Districts," please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act): 1A.81

Regulation(s):

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X _____ No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19	Program is new for agency in Fiscal Year 2019-20			
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	Need for districts and providers to access grant funding to implement innovative programs and curriculum in schools and measure effectiveness on student outcomes.			
Goal	Impact students at risk in schools and districts across the state with a focus on districts that are less wealthy			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Increase services to students in districts through the allocation of grants funds.	Allocation of grant funds to high quality applicants.	The grants committee made allocations to 12 applicants.	Review of required external evaluations by grantees.	Number of students and schools served.
Fiscal Year 2020-21				
Problem/Issue	Increase in funding needed to continue to support grants			
Goal	Provide continuity and opportunities for new and emerging grantees			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
The committee will expand the application process to include applications for development and implementation of high	Grants will be allocated to grantees that meet the established process and criteria and with allowable funds serve additional	Grantees will provide external evaluations of programs including number of students impacted and data indicating academic gains when pertinent.	Multi year grantees shall produce external evaluations with data measures to indicate impact on students.	Number of grantees, number of students and schools served and data reported through external evaluations.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

quality programs and supports for students.	students and districts.			

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

The agency and committee modeled the work of the committee after the Innovation Fund in the Governor’s Office of Student Achievement in Georgia.

<https://gosa.georgia.gov/innovation-fund>

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

Funding appropriated by the General Assembly will impact the ability of the program to continue.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

Each grantee will submit an external evaluation to the committee.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

The program is new for Fiscal Year 2019-20, data required for this section is not yet available. Thus far services and activities are going as planned and the grantees represent the intended target population.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **Yes** **X** _____ **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes X No

If "Yes," please describe recommendations below:

SCDE Grants Committee

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA		
General Fund		504,313.00
Lottery		2,800,000.00
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	-
Total	-	3,304,313.00
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		3,304,194.00
Other: Transfers		
Total	-	3,304,194.00
Balance Remaining	-	119.00
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____ The same as appropriated in the current fiscal year's appropriation.

_____ X _____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$504,313
Amount of increase requested in EIA funding for FY 2020-21	\$7,000,000
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$7,504,313

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

The agency has requested an increase in funding to replace non-recurring funding allocated for the current fiscal year (\$2,800,000) and to ensure that there are adequate funds to accommodate additional and expanded grant awards for Fiscal Year 2020-21. The committee received 12 applications totaling \$7,082,235 in requested funds. Recurring funds will also allow the committee to establish a robust application process to ensure that grantees are able to establish high quality programs and measure impact to students over time.

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER	1A.67
	<i>Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").</i>
TITLE	(SDE-EIA: Grants Committee)
	<i>Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.</i>
BUDGET PROGRAM	VIII.D– SDE Grants Committee
	<i>Identify the associated budget program(s) by name and budget section.</i>
RELATED BUDGET REQUEST	VIII.D– SDE Grants Committee
	<i>Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.</i>
REQUESTED ACTION	Amend
	<i>Choose from: Add, Delete, Amend, or Codify.</i>
OTHER AGENCIES AFFECTED	None
	<i>Which other agencies would be affected by the recommended action? How?</i>

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Changes reflect updates to the process and the currently established committee.

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

1A.67. (SDE-EIA: Grants Committee) Of the funds appropriated to the Department of Education for Innovation Grants, the grants committee, ~~in Fiscal Year 2019-20, shall give priority to funding projects funded by the Education Oversight Committee Partnerships of Innovation in the prior fiscal year while keeping with its established criteria. Additionally, the committee shall accept applications per the established process for new grantees not to exceed the amount appropriated by the General Assembly.~~

~~The Superintendent of Education is directed to appoint an independent grants committee to develop the process for awarding the grants or directly purchasing services. The committee members shall serve four year terms.~~ The process shall include the application procedure, selection process, and matching grant formula if applicable. The grants committee must be comprised of seven members, three members selected from the education community and four members selected from the business community. ~~The chairman of the committee shall be selected by the committee members at the first meeting of the committee.~~ The committee members shall serve four year terms. The suggested criteria for awarding the grants to schools or school districts or directly purchasing services must include, but are not limited to:

- (1) a demonstrated ability to meet the match throughout the granting period;
- (2) a demonstrated ability to implement the initiative or model as set forth in the application;
- (3) identification of key measurable benchmarks in the education continuum that must be improved to raise student achievement and ensure all students graduate college, career and civic ready;
- (4) a demonstrated ability to be both replicable and scalable with priority given to those projects that focus on applied learning opportunities and experiences, especially in the STEM or STEAM fields;
- (5) blended and personalized learning focused on content mastery and experiential learning; and
- (6) innovative strategies to close student achievement gaps, with a focus on below average and unsatisfactory schools.

~~No matching amount will exceed more than seventy percent of the grant request or be less than ten percent of the request.~~ The required match may be met by funds or by in-kind donations, such as technology, to be further defined by the grants committee. Public school districts and schools that have high poverty and low achievement will receive priority for grants when their applications are judged to meet the criteria established for the grant program. The committee shall submit an annual report to the Governor, the Chairman of House Ways and Means and the Chairman of Senate Finance by June 30, 2020.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Grantees and service providers will be required to participate in an external evaluation as prescribed by the committee and agreed upon in the application and award process.

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file** by **12:00 p.m. September 27, 2019**.
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Transportation	Address	SC Dept of Education 1429 Senate Street Columbia SC 29201

FY 2019-20 EIA Appropriation	\$22,032,195.00	FY 2020-21 EIA Funding Request	\$22,032,195.00
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Program Contact	Bill Tindal	Organization	Office of Transportation
Contact Title	Director of Business and District Services	Address	SC Dept of Education 1429 Senate Street Columbia SC 29201
Contact Phone	803-734-8252	Contact E-Mail	btindal@ed.sc.gov

Summary of Program: EIA Transportation provides funding for fuel and parts in order to transport children safely to and from school.

EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$	%
Retained by SCDE	\$22,032,195	100%
Allocated to Other Entities (Please Explain)	\$	%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$	%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19

EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: S.C. Code Ann. §59-67-420

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act): **1.19.** (SDE: Buses, Parts, and/or Fuel) Funds appropriated for other operating in program VII.B. - Bus Shops and funds appropriated in VII.C. - Buses may be used to purchase buses, fuel, parts, or other school bus related items. All funds appropriated for bus fuel, parts/supplies, maintenance, and bus purchases may be carried forward from the prior fiscal year and expended in the current fiscal year to support bus transportation 28 services.

Regulation(s): N/A

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X _____ No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant. **Transport the children of South Carolina to and from school efficiently and safely**
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs. **The constant monitoring of safety records and costs associated with providing transportation for children.**
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials. **Maintenance and GPS routing technology.**
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps. **Preventive maintenance and route audits.**
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered. **Number of routes, buses and students.**
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable. **Reduce the number of cars and buses on the road, decrease the need for additional buses and effectively organize the transportation of students in need, more students arrive on time and are ready to eat and learn**
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program. **The unknown cost of fuel and demand.**

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	School districts need to transport children safely to and from school.			
Goal	Provide districts with needed buses and fuel, and ensure districts are maximizing efficiency.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Increase number of routes provided to students in need that would otherwise not have transportation to school.	Provide school districts with needed buses.	The Office of Transportation audits routes across school districts.	All funded routes will be provided to South Carolina students.	Route auditing records
Supply buses so school districts can transport students.	Provide school districts with needed buses.	The Office of Transportation audits routes and district needs, decreasing the need for additional buses in districts through effective organization.	School districts were provided with 5,091 route buses and 1 school boat.	Route auditing records
Maximize the number of students per bus to reduce	Ensure school districts are maximizing efficiency.	The Office of Transportation audits routes across school districts and	On average each school bus carries 66 students.	Route auditing records.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

fuel usage and emissions.		provides an anti-idling policy.		Anti-idling policy.
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Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	School districts need to transport children safely to and from school.			
Goal	Provide districts with needed buses and fuel, and ensure districts are maximizing efficiency.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Increase number of routes provided to students in need that would otherwise not have transportation to school.	Provide districts with needed buses. Also, make sure routing is efficient.	The Office of Transportation will audit routes across districts to ensure districts are maximizing efficiency	The number of routes provided to the South Carolina students	Route Audits
Supply buses districts to transport students.	Provide districts with needed buses. Also, make sure routing is efficient.	The Office of Transportation will audit routes and district needs, with possibility of decreasing the need for additional buses in districts through effective organization. Student growth of riders continues to be an issue	Districts were provided with 5,098 school buses and 1 school boat. This all determined by growth and funding	Route Audits
Maximize the number of students per bus to reduce fuel usage and emissions.	Ensure districts are maximizing efficiency	The Office of Transportation will audit routes across districts and provide an anti-idling policy.	On average, each bus carry 66 students	Route audits Anti-idling policy
Fiscal Year 2020-21				
Problem/Issue	School districts need to transport children safely to and from school.			
Goal	Provide districts with needed buses and fuel,			

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

	and ensure districts are maximizing efficiency.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Increase number of routes provided to students in need that would otherwise not have transportation to school.	Provide districts with needed buses and ensure routing efficiency.	The Office of Transportation will audit routes across districts to ensure districts are maximizing efficiency.	The number of routes provided to the South Carolina students	Route Audits
Supply buses to districts to transport students.	Provide districts with needed buses and ensure routing efficiency.	The Office of Transportation will audit routes and district needs, with possibility of decreasing the need for additional buses in some districts through effective organization. Increase	Districts will be provided with 5,098 school buses and 1 school boat. This all determined by growth and funding	Route Audits
Maximize the number of students per bus to reduce fuel usage and emissions	Ensure districts are maximizing efficiency.	The Office of Transportation will audit routes across districts and provide an anti-idling policy.	On average, each bus carry 66 students	Route Audits and Anti-idling policy

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

Funding allows school districts to move students to and from schools safely. Best practices are used to maximize efficiency and on-time delivery of students.

- Efficiency for route audits
- Anti-idling policy
- Fuel cost
- Parts cost
- Newer buses

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

External factors that may influence implementation include fuel and parts cost.

- Lower cost in fuel
- Lower cost in parts
- Maintenance software
- Possible GPS routing software

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

Outcomes assumed under EIA statute, which supports transportation of public school students. However, the Office of Transportation monitors data related to fuel consumptions, route times, on-time arrival, bus demographics, driver qualifications, and number of students transported.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

Implementation proceeded as planned. Allocation of funding is monitored throughout a budget processes from the SCDE Office of Finance. Budget actuals will be provided in this report.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ X _____
No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ X _____ No

If "Yes," please describe recommendations below:

Transportation

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA	22,032,195.00	22,032,195
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year	-	-
Total	22,032,195.00	22,032,195.00
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services	79,342.50	
Supplies & Materials (includes Fuel and Bus Parts)	21,952,699.67	22,032,195.00
Fixed Charges	152.83	
Travel		
Equipment (includes Buses)		
Utilities		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		-
Other: Transfers		
Total	22,032,195.00	22,032,195.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

 X The same as appropriated in the current fiscal year's appropriation.

 An increase over the current fiscal year's appropriation.

 A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$22,032,195
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$22,032,195

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Family Connections South Carolina (FCSC)	Address	1919 Blanding Street Columbia SC 29201

FY 2019-20 EIA Appropriation	\$300,000	FY 2020-21 EIA Funding Request	\$ 300,000
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Program Contact	Rebecca Davis	Organization	Office of Special Education Services
Contact Title	Director	Address	1919 Blanding Street Columbia SC 29201
Contact Phone	(803) 734-8028	Contact E-Mail	rcdavis@ed.sc.gov

Summary of Program:

Family Connection of South Carolina offers programs and services to ensure that parents, professionals, and caregivers have access to available resources to help their children reach their full potential. Community events are held statewide to raise awareness of the strength and determination of our children and to help others see that they are living rich, full lives.

Family Connection is the point of contact for those with disabilities or special healthcare needs throughout their journeys, from birth to adulthood. Their work focuses on five key areas: parent support, healthcare, education, training, and advocacy.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$	%
Retained by SCDE	\$	%
Allocated to Other Entities (Please Explain) Family Connection of SC	\$300,000	100%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$300,000	100%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

(i.e. career education, vocational equipment, etc.)	
Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws: N/A

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act): 1A.63 (SDE-EIA: Family Connection South Carolina)
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Regulation(s): N/A

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Provide guidelines and oversight to Family Connections South Carolina.	Funding helps provide support to families of children with disabilities which includes, home visits, transition assistance, education assistance, parent support and parent training.	FCSC provided support to families across the state, according to the annual report to be provided to the SCDE and EOC.	The funding was provided directly to Family Connections of South Carolina. Initial notice letter provided with requirements of quarterly expenditure reports and an annual summative outcome report.	FCSC Annual Report

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Provide guidelines and oversight to Family Connections South Carolina.	Funding helps provide support to families of children with disabilities which includes, home visits, transition assistance, education assistance, parent support and parent training.	FCSC provided support to families across the state, according to the annual report to be provided to the SCDE and EOC.	The funding was provided directly to Family Connections of South Carolina. Initial notice letter provided with requirements of quarterly expenditure reports and an annual summative outcome report.	FCSC Annual Report
Fiscal Year 2020-21				
Problem/Issue				
Goal				
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Provide guidelines and oversight to Family Connections South	Funding helps provide support to families of children with disabilities	FCSC provided support to families across the state, according to the annual report to be provided to	The funding was provided directly to Family Connections of South	FCSC Annual Report

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Carolina.	which includes, home visits, transition assistance, education assistance, parent support and parent training.	the SCDE and EOC.	Carolina. Initial notice letter provided with requirements of quarterly expenditure reports and an annual summative outcome report.	
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Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

According to Farrel (2012) and the Harvard Family Research Project, one of the most effective means of ensuring academic success is to engage families in their children's education. While family engagement confers benefits on all students, those with disabilities often require a greater degree of parental involvement and advocacy than their peers without disabilities in order to be assured of receiving the same level of instruction as the general student population. Children with disabilities often face multifaceted classroom challenges requiring special attention from instructors and active engagement from their families. Their families play a number of supporting roles, including as their advocates and as people who can provide valuable insight into their specific needs to instructors, who may at times feel pressed by trying to meet the needs of diverse groups of students. There are rarely any simple answers to balancing the needs of each individual child with disabilities with others' needs, with competing structural, bureaucratic, pedagogical, and emotional factors often adding extra layers of effort and complexity for everyone involved. But when families and educators work together as partners, it enhances the likelihood that children with disabilities will have positive and successful learning experiences.

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

No external factors impacted implementation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

Outcomes are assumed under EIA statute that supports instructional improvement.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

Implementation is documented annually in the FCSC report. Allocation of funding is monitored through budget processes in the SCDE Office of Finance, the OSES, and through quarterly reports to the OSES. Budget actuals are provided with this report.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ **Yes** _____ **X** _____ **No**

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ X _____ No

If "Yes," please describe recommendations below:

Family Connections

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA-	300,000.00	300,000
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		-
Total	300,000.00	300,000.00
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	300,000.00	300,000.00
Other: Transfers		
Total	300,000.00	300,000.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____X_____ The same as appropriated in the current fiscal year's appropriation.

_____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$300,000
Amount of increase requested in EIA funding for FY 2020-21	\$
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$300,000

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- The completed report packet should contain **fifteen (15), three-hole-punched double sided copies and one electronic file by 12:00 p.m. September 27, 2019.**
- Hard copies may be mailed or delivered to: SC Education Oversight Committee, Edgar A. Brown Building, 1205 Pendleton Street, Suite 502, Columbia, SC 29201 located on the Statehouse grounds. Any questions and electronic copies should be sent to Bunnie Lempesis Ward at bward@eoc.sc.gov.

Program Summary			
EIA-Funded Program Name	Other State Agencies' Teacher Salary	Address	1429 Senate Street Columbia SC 29201

FY 2019-20 EIA Appropriation	\$13,467,848	FY 2020-21 EIA Funding Request	\$ 14,489,915
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Program Contact	Nancy Williams	Organization	Office of Finance
Contact Title	CFO	Address	1429 Senate Street Columbia SC 29201
Contact Phone	(803) 734-8108	Contact E-Mail	nwilliams@ed.sc.gov

Summary of Program:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

1. Allocation of Funds

Of the EIA funds appropriated for this program in Fiscal Year 2018-19, how are the funds allocated?

Allocation of Funds	\$	% of Total Line Item
Allocated to School Districts	\$	%
Retained by SCDE	\$	%
Allocated to Other Entities (Please Explain) State agencies	\$12,676,573	100%
Other (Please Explain)	\$	%
Other (Please Explain)	\$	%
TOTAL:	\$	%

Total should reflect EIA line item appropriation (\$) and 100% of the line item appropriation.

Of the funds “Allocated to School Districts,” please denote how the funds are expended by category statewide across all districts. In the case of some line items, the SC Department of Education may have to make a professional judgment or estimate.

Expenditure Category for Funds Allocated to School Districts	%
Instruction (Includes direct and indirect instruction and resources in a traditional classroom in grades K-12 including teacher salary compensation, fringe benefits, teacher professional development, etc.) Please <i>exclude</i> National Board supplements and Teacher Supply Funds.	100%
Instructional Support (i.e. guidance counselors, media specialists, reading coaches, summer reading camps, etc.,)	%
Special Education Services	%
Health (i.e. school nurses, mental health counselors, etc.)	%
Safety (i.e. school resource officers, etc.)	%
Vocational (i.e. career education, vocational equipment, etc.)	%

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Facilities & Transportation	%
District Services	%
Technology (i.e. classroom devices/tablets or instructional software that supports direct learning, etc.)	%
Adult Education	%
4K (i.e. Half-Day and Full-Day Programs)	%
Assessments (i.e. funds for formative assessments, industry exams, etc.)	
Teacher Supply Funds	%
National Board Supplements	%
Other (Please Explain)	%
TOTAL:	%

Total should reflect 100%.

2. A. Relevant State Law

What South Carolina laws, including provisos in the current year's general appropriations act, govern the implementation of this program? Complete the following citations, when applicable.

Code of Laws:

N/A

Proviso(s) (If applicable, include reference to the 2019-20 General Appropriation Act):

1A.4

Regulation(s):

N/A

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

B. Other Governing Guidelines

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governing board exist that govern the implementation of this program? If yes, please provide detail.

_____ Yes X _____ No

If yes, please describe:

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

3. Logic Model

Complete the Logic Model Template provided below **with specific reference to the *Profile of the SC Graduate*** as relevant. After completing the Logic Model, respond to Questions 1 and 2. Below are definitions for terms included in the Logic Model Template.

- **Goal:** Overall purpose or long-term outcome of the program, with specific reference to the *Profile of the SC Graduate* as relevant.
- **Research/Evidence:** Description of relevant research, evidence or best practices that describe how change occurs.
- **Resources:** Currently available or proposed inputs or program investments for the proposed program. List all the resources needed for a successful program, including federal or state funds as well as grants. Common resources include human resources, financial resources, space, technology, other equipment and materials.
- **Strategies:** Actions that are needed to implement program. Describes how program resources will be used to achieve program outcomes and goals. Also considered to be processes, methods or action steps.
- **Indicators:** Measurable, tangible, and direct products or results of program activities. They lead to desired outcomes but are not themselves the changes expected due to the program. Outputs help assess how well the program is being implemented. Outputs frequently include quantities to reflect the size or scope of services or instruction being delivered.
- **Outcomes:** Results the program intends to achieve if implemented as planned. Outcomes are the changes that occur or the difference that is made for the population during or after the program. Outcomes should be within the scope of the program's control or sphere of reasonable influence, as well as the timeframe that has been chosen for the logic model. They should be generally accepted as valid by stakeholders, framed in terms of change and measurable.
- **External Factors:** Issues or circumstances that are outside of the control and scope of the program, but they may impact the implementation or outcomes of the program.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Sample Logic Model

Problem/Issue	Kindergarten readiness is one of the first indicators of preparedness for academic success. In ABC Elementary, one of our highest poverty schools, the 4K language and literacy assessment indicated significant challenges. Only 60% were proficient in letter recognition, 8% in vocabulary and 53% in phonological awareness.				
Goal	At four elementary schools that offer 4K, students' language and literacy development will improve. Teachers' ability to support the social-emotional needs of their 4K students and the quality of their interactions with students will improve.				
Research/Evidence	Activities/Intervention	Current or Proposed	Outputs	Project Outcomes (1-2 years)	Outcome Measures and Assessment Tools
Out-of-school interventions including afterschool, family engagement, and summer programming, when aligned with in-school assessment and practice, have a greater impact than isolated programs.	Increase the amount of instructional time for 4K students by establishing an extended year calendar to include 35 additional days during the summer of 2017 prior to their entry into 5K.	Proposed	Attendance records.	At least 90% of students who attend at least 25 additional days maintain or improve their language and literacy assessment scores.	Spring and Summer language and literacy assessment scores (myIGDIs, PALS Pre-K, Teaching Strategies GOLD). DRA2 assessment comparison of 4K students who participated in at least 25 additional days to students who did not.
There is growing consensus among researchers and practitioners that children's social-emotional readiness makes unique contributions to their successful transition to and progress through school. However, many children still begin school ill-prepared for the behavioral demands they will encounter in the classroom.	Improve children's kindergarten readiness by addressing their social-emotional needs. Provide additional teacher professional development by implementing TPOT classroom observation tool.	Proposed	All 4K teachers at four schools (10 teachers) will participate in a two-day training on social-emotional development. At least five district staff and teacher mentors will be trained in TPOT. Beginning in 2017, TPOT-trained staff will support teachers and teacher assistants with self-reflection and technical assistance based upon at least three classroom observations.	Quality of teacher-child interactions will improve by at least 15% after three classroom observations and subsequent technical assistance.	TPOT classroom observation scores for teachers and teacher assistants.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year Logic Model

Provide a logic model for each of the following fiscal years:

1. for the completed prior fiscal year (FY 2018-19), that identifies the strategies, outputs and outcomes employed and impact determined for the project/program;
2. for the current fiscal year (FY 2019-20); and
3. for the planned subsequent fiscal year (FY 2020-21) that document the strategies, outputs and outcomes for the program/project and how impact will be determined.

After completing the Logic Model, please respond to Questions 1 and 2. The Goal should address overall purpose or long-term outcomes of the program, with specific reference to the *Profile of the SC Graduate* as relevant.

Fiscal Year 2018-19				
Problem/Issue	South Carolina teacher salaries fall below the southeastern average and state agencies that employ teachers lack the local tax base to fund a salary increase			
Goal	Provide funding adequate for state agencies to successfully meet the statewide minimum salary schedule and the salary schedule of the school district in which the agency is located.			
Strategies and Resources (What intentional actions were to reach the goal and implement the program? What resources or investments were used to implement each strategy?)	Activities/Intervention (What did the project or program do to make progress toward goal and/or address the problem?)	Outputs (How did you measure progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How did you measure your outputs and outcomes? What were your outcomes or measures?)
Request salary information for instructional personnel in each applicable state agency and the local supplement given by the school district in which the agency is located.	Ensures teacher salaries in state agencies meet the statewide minimum salary schedule and the salary schedule of the school district in which the agency is located.	Teacher salaries in state agencies are comparable to the local school districts.	Teachers paid adequate funding to meet minimum salary requirements.	Finance documentation

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Fiscal Year 2019-20				
Problem/Issue	South Carolina teacher salaries fall below the southeastern average and state agencies that employ teachers lack the local tax base to fund a salary increase			
Goal	Provide funding adequate for state agencies to successfully meet the statewide minimum salary schedule and the salary schedule of the school district in which the agency is located.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)
Request salary information for instructional personnel in each applicable state agency and the local supplement given by the school district in which the agency is located.	Ensures teacher salaries in state agencies meet the statewide minimum salary schedule and the salary schedule of the school district in which the agency is located.	Teacher salaries in state agencies are comparable to the local school districts.	Teachers paid adequate funding to meet minimum salary requirements.	Finance documentation
Fiscal Year 2020-21				
Problem/Issue	South Carolina teacher salaries fall below the southeastern average and state agencies that employ teachers lack the local tax base to fund a salary increase			
Goal	Provide funding adequate for state agencies to successfully meet the statewide minimum salary schedule and the salary schedule of the school district in which the agency is located.			
Strategies and Resources (What intentional actions are needed to reach the goal and implement the program? What resources or investments will be used to implement each strategy?)	Activities/Intervention (What does the project or program do to make progress toward goal and/or address the problem?)	Outputs (How do you know you are making progress? Include measurable numbers that reflect implementation progress and progress toward completing activities.)	Outcomes (1-2 years) (How do you know you have made significant progress? Include measurable numbers that indicate impact on population being served.)	Measures and Assessment Tools (How do you measure your outputs and outcomes? What are your outcomes or measures?)

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Request salary information for instructional personnel in each applicable state agency and the local supplement given by the school district in which the agency is located.	Ensures teacher salaries in state agencies meet the statewide minimum salary schedule and the salary schedule of the school district in which the agency is located.	Teacher salaries in state agencies are comparable to the local school districts.	Teachers paid adequate funding to meet minimum salary requirements.	Finance documentation

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Question 1: Evidence/Research: Description of relevant research, evidence or best practices that describe how change occurs. You may include citations, best practices, or national, state or regional evidence. **A bulleted format is encouraged.**

Funding allows state agencies to pay teachers closer to the southeastern average.

Question 2: External Factors: Provide additional information about any external factors that may impact the implementation and/or achievement or outcomes during the current fiscal year 2019-20, or the next fiscal year, 2020-2021. **A bulleted format is encouraged.**

No external factors influenced the implementation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Evaluation – Use the Logic Model to provide further detail on Items A – C.

A. Outcomes

Use the space below to describe methods used to determine the program’s impact on program participants or recipients. Document measures or evidence collected to demonstrate impact. Attach additional pages if necessary.

Outcomes are assumed under EIA statute, which supports elevation of the teaching profession and improved instruction.

B. Implementation

Use the space below to reflect on the current implementation of the program. Outline the methods used and data collected. **If the program is new, explain how the following questions will be addressed:**

- Has the program shifted or deviated from the original program plan? If yes, explain.
- Are services or activities going as planned? If no, explain.
- Is the program reaching the intended target population or the intended number of participants? If no, explain.
- Is it leading to expected outcomes? If no, explain.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

- How do participants or recipients perceive the services, benefits, activities of the program? What methods have been employed to understand participants' or recipients' perceptions?

Allocation of funding is monitored through the agency budget process. Budget actuals are provided with this report.

C. External Evaluation

Has an independent program evaluation external to the organization been conducted?

_____ Yes _____ **X** _____
No

If "Yes," please describe. What was the date of the most recent evaluation? What were the findings and recommendations? Please provide a hyperlink or copy of the most recent evaluation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

Program Planning and Fiscal Information

5. Recommendations

Are there regulatory or statutory changes you would recommend to the SC General Assembly to assist this program/organization in meeting its objectives?

_____ Yes _____ **X** _____ No

If "Yes," please describe recommendations below:

Other State Agencies' Teacher Salary

Funding Sources	FY 2018-19 Actual	FY 2019-20 Estimated
State Funds:		
EIA-	12,676,573.00	13,467,848
General Fund		
Lottery		
Fees		
Federal Funds (specify):		
Other Sources:		
Grant		
Contributions		
Non-Profit (Foundation, etc.)		
Other (specify):		
Carry Forward from Prior Year		-
Total	12,676,573.00	13,467,848.00
Expenditures	FY 2018-19 Actual	FY 2019-20 Estimated
Personal Service		
Contractual Services		
Supplies & Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities	12,676,573.00	13,467,848.00
Other: Transfers		
Total	12,676,573.00	13,467,848.00
Balance Remaining	-	-
TOTAL:		
# FTES:		

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

7. Future EIA Funding Requests

A. The total amount of EIA funds requested for this program for fiscal year 2020-21 will be (check only one):

_____ The same as appropriated in the current fiscal year's appropriation.

_____ ☒ _____ An increase over the current fiscal year's appropriation.

_____ A decrease over the current fiscal year's appropriation.

B. If you indicated an increase or decrease in EIA funding for the next fiscal year, please complete the following table.

Current EIA funding amount for FY 2019-20	\$13,467,848
Amount of increase requested in EIA funding for FY 2020-21	\$1,022,067
Amount of decrease requested in EIA funding for FY 2020-21	\$
Total amount of EIA funding requested for FY 2020-21	\$14,489,915

C. If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the strategies and the outcomes of the program? How, if any, will the logic model of Attachment A change if the proposed increase or decrease is authorized in Fiscal Year 2020-21?

The State Superintendent has requested a 5% teacher salary increase for FY 21. This requested amount corresponds to the amount needed to ensure state agencies are able to increase the salaries of their teachers by 5% along with the increase in the local supplement of the district in which the agencies are located.

8. Proviso Requests

To be consistent with the budget plans submitted to the Executive Budget Office, please submit any **EIA-related** proviso revision requests using the following form, which is Form D.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

FORM D
PROVISO REVISION REQUEST

NUMBER

Cite the proviso according to the renumbered list for FY 2020-21 (or mark "NEW").

TITLE

Provide the title from the FY 2019-20 Appropriations Act or suggest a short title for any new request.

BUDGET PROGRAM

Identify the associated budget program(s) by name and budget section.

**RELATED BUDGET
REQUEST**

Is this request associated with a budget request you have submitted for FY 2020-21? If so, cite it here.

**REQUESTED
ACTION**

Choose from: Add, Delete, Amend, or Codify.

**OTHER AGENCIES
AFFECTED**

Which other agencies would be affected by the recommended action? How?

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**SUMMARY &
EXPLANATION**

Summarize the existing proviso. If requesting a new proviso, describe the current state of affairs without it. Explain the need for your requested action. For deletion requests due to recent codification, please identify SC Code section where language now appears.

FISCAL IMPACT

Provide estimates of any fiscal impacts associated with this proviso, whether for state, federal, or other funds. Explain the method of calculation.

Request for EIA Program Funding for Fiscal Year 2020-21 and Program Report for Fiscal Year 2018-19
EIA Programs Administered by SC Department of Education

**PROPOSED
PROVISO TEXT**

Paste FY 2019-20 text above, then bold and underline insertions and strikethrough deletions. For new proviso requests, enter requested text above.